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ABSTRACT

This volume is designed for use by facilitators in school settings and youth agencies in which "Second Step: A Violence Prevention Curriculum" is being implemented. The "Family Guide" kit contains background information on the program, techniques for leading a successful family group, and participant handouts in this volume, four videotapes, and 25 anger management and problem solving magnets. "Second Step" is a series of curriculum kits designed to reduce impulsive and aggressive behavior in children and increase their level of social skills and competence. It teaches skills in the areas of empathy, impulse control, and anger management. Second Step is designed for all families, not just for families of high-risk children, since parent training programs have proven to be an effective strategy for reducing violence at home and improving children's behavior. Parent take-home letters are an integral part of Second Step, and these letters are reproduced in this facilitator's guide. The guide suggests six facilitator-led weekly family sessions to give families understanding of Second Step, but directions are included for a single session. A take-home videotape for situations when group meetings are not possible can be borrowed by students and their parents. Suggestions on getting started and facilitator materials for each of the six sessions are presented. (Includes 32 parent handouts.) (SLD)

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COMMITTEE for CHILDREN

Facilitator Guide

A Family Guide to Second Step®

Parenting Strategies for a Safer Tomorrow

Preschool–Grade 5

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Original material by Elizabeth Ramsey, Ph.D. and Kathy Beland, M.Ed.

Illustrations by Doug Keith.

The one-night presentation section was written by Terri Miller, M.Ed. As project lead, Terri assisted in multiple revisions of *A Family Guide to Second Step,* and was responsible for overseeing production of the program's four videotapes. Her input was invaluable.

The Committee for Children's internal advisory group for *A Family Guide to Second Step* was instrumental in getting this program off the ground and providing feedback and guidance throughout the development process. The internal advisory group included: Karen Bachelder, Joan Duffell, Karin Frey, Claudia Glaze, Barbara Guzzo, Theresa Jeannot, and Tammy White.

Several other people at the Committee for Children were essential in producing a quality final product, including Emilie Coulter, Audrey Ko, Sheri Simonsen, and Cheryl Uyeji.

We are especially grateful to the many outside reviewers who took time away from their own jobs and families to provide comments and feedback on the original draft of this guide. Reviewers included: Jackie Brown, Betty Anne Coady, Betty Cobbs, Susan Clayton, Robert Eaglestaff, Sherrelle East, Toby Gonzales, Leah Jerabek, Linda McDaniels, Bea Wilson, and Olga Wyshnowsky.

Nine persons, in collaboration with their school or agency, facilitated pilot programs for *A Family Guide to Second Step.* Facilitators' time commitment and substantive feedback on each of the six sessions helped to create a higher quality program for all families. Pilot site facilitators were Betty Anne Coady, Susan Clayton, Michelle Eastern, Arlene Hanson, Donna Leggett, Patricia Shirley, Lyonel Schobert, Gerry Sobie, and Shirley Walker. Staff at View Ridge Elementary School in Seattle, Washington, allowed us to conduct a pilot program for checking out videotapes on an individual, by-family basis. Special thanks to View Ridge's principal, Ed Brown. Three sites were used to pilot the one-night presentation. We are indebted to Beverly Norfleet, Leah Jerabek, and Olga Wyshnowsky for overseeing the one-night presentations.

Finally, we acknowledge the entire Committee for Children staff and all the clients who have supported and inspired innovative and exciting work in the field of youth violence prevention.

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A limited copyright is granted for all participant handouts (listed below) and the handout cover page, as well as the two skill step magnets.

- **Handout #1: Concerns for Your Child at School**
- **Handout #2: Concerns for Your Child at Home**
- **Handout #3: *Second Step* Goals**
- **Handout #4: At-Home Activity (Week 1)**
- **Handout #5: *Second Step* Family Group Meetings**
- **Handout #6: Kids Who Care**
- **Handout #7: Good Listening**
- **Handout #8: Listening (Role Plays)**
- **Handout #9: Feelings**
- **Handout #10: "I Feel" Messages**
- **Handout #11: To Have a Caring Child**
- **Handout #12: At-Home Activity (Week 2)**
- **Handout #13: Kids Solving Problems**
- **Handout #14: Problem Solving**
- **Handout #15: What Is the Problem?**
- **Handout #16: What Are Some Solutions? (Role Plays)**
- **Handout #17: At-Home Activity (Week 3)**
- **Handout #18: Social Skills Taught in *Second Step***
- **Handout #19: Solving Problems Worksheet**
- **Handout #20: Parenting and Problem Solving (Your Profile)**
- **Handout #21: Guidelines for Family Meetings**
- **Handout #22: DOs and DON'Ts of Problem Solving**
- **Handout #23: At-Home Activity (Week 4)**
- **Handout #24: Kids Who Manage Anger**
- **Handout #25: What to Do When You Are Angry (Preschool and Kindergarten)**
- **Handout #26: What to Do When You Are Angry (Grades 1–5)**
- **Handout #27: Guidelines for Using Time-Out**
- **Handout #28: Your Anger Temperature**
- **Handout #29: At-Home Activity (Week 5)**
- **Handout #30: Step 4—"Think About It Later"**
- **Handout #31: Certificate of Completion**
- **Handout #32: Our Community's Resources**

- **Problem Solving magnet**
- **Anger Management magnet**

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INTRODUCTION ... 1

What Is the Problem? ... 1

Why Involve Families? ... 3

Using *Second Step* in the Classroom or Community Agency ... 4

GETTING STARTED ... 7

Options for Use ... 7

Facilitator-Led Sessions ... 7

One-Night Presentation ... 8

Take-Home Video ... 8

Who Should Facilitate a Group? ... 9

Encouraging Family Participation ... 9

Preparing to Facilitate a Family Group ... 14

Providing Child-Care ... 15

Successful Facilitation ... 15

Using Role Plays ... 16

Working with All Kinds of Participants ... 16

Handling Disclosure and Reporting ... 18

Has *A Family Guide to Second Step* Been Piloted? ... 18

SCHOOL AND PARENT RESOURCES ... 21

Books for Parents ... 21

National Organizations ... 21

References and Resources ... 22

Family Brochure ... 25

SESSION BY SESSION FACILITATOR MATERIALS

Session 1: *What Is* ***Second Step*** *and How Can Families Help?* ... 27

Session 2: *Empathy: Caring about Yourself and Others* ... 43

Session 3: *Impulse Control: Thinking before You Act* ... 67

Session 4: *Solving Problems* ... 87

Session 5: *Dealing with Anger—Part I* ... 107

Session 6: *Dealing with Anger—Part II* ... 125

PARTICIPANT HANDOUTS ... 141

ONE-NIGHT PRESENTATION ... 1A

A Family Guide to Second Step: Parenting Strategies for a Safer Tomorrow, is designed for use by facilitators in school settings and youth agencies where *Second Step: A Violence Prevention Curriculum* is being implemented. The *Family Guide* includes background information on the program, techniques for leading a successful family group, participant handouts, four videotapes, and twenty-five Anger Management and Problem Solving magnets.

Second Step is a series of curriculum kits designed to reduce impulsive and aggressive behavior in children and increase their level of social skills and competence. It teaches skills in three main areas: empathy, impulse control, and anger management. Youngsters who develop these skills are less likely to engage in activities that put them at risk for violence, substance abuse, suicide, dangerous sexual activity, and school dropout, and are more likely to be successful in their careers and personal relationships. The series includes curricula for preschool/kindergarten and grades 1-3, 4-5, and 6-8. Often *Second Step* is integrated into health and safety programs in school classrooms or incorporated into after-school programs at community youth agencies.

The Committee for Children and educators across the country recognize that violence cannot be curbed solely in the classroom or youth service program. Families play a critical role in the area of violence prevention and serve as the primary and most consistent teachers and role models for children (Kazdin, 1987; Reid, Eddy, Bank, & Fetrow, 1994; Dodge, Bates, & Pettit, 1990). The purpose of *A Family Guide to Second Step* is to offer school and youth agency personnel a systematic way of including families early on in their efforts at violence prevention.

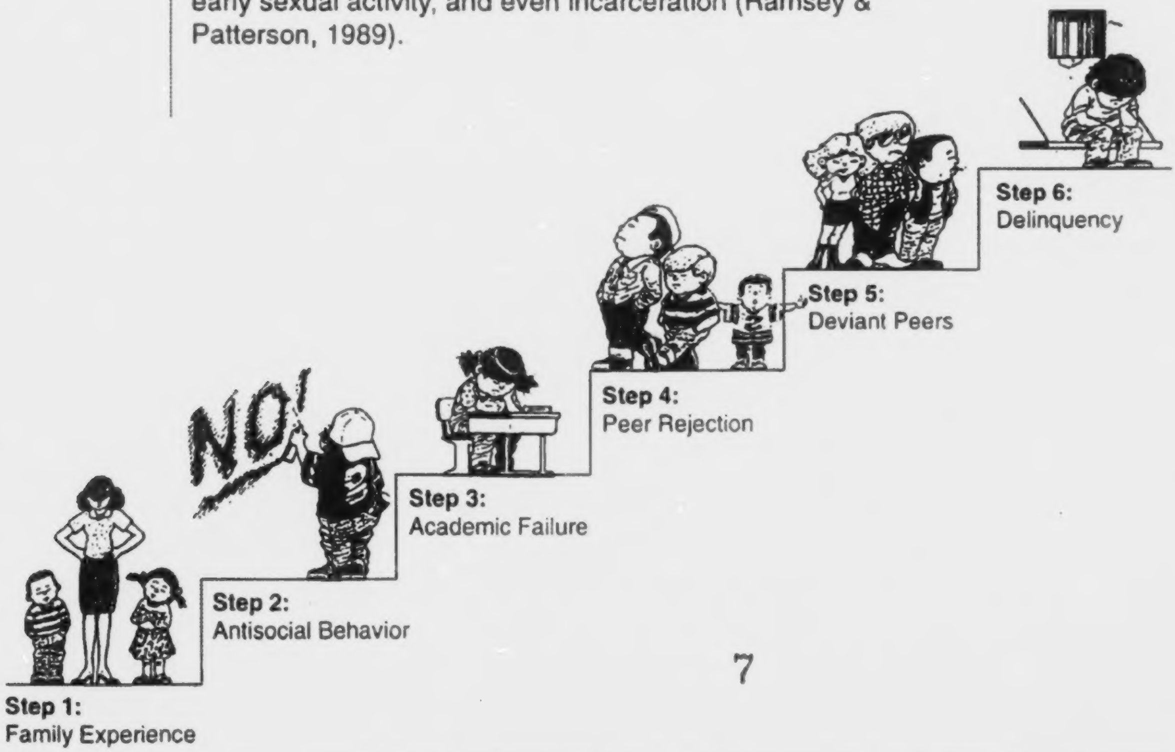
What Is the Problem?

There is little doubt that violence and the fear of violence are problems in our society. The deluge of violence in the news, especially concerning adolescents, is frightening, and the actual statistics are worse. Young adults between the ages of 18 and 21 account for 36 percent of violent crime in the United States. Between 1970 and 1992, arrests for violent crime by children under 18 jumped 91 percent (F.B.I., 1993). In the United States, homicide is the second leading cause of death for all 15- to 24-year-olds (Centers for Disease Control, 1993). Yet this is not a uniquely American problem. For example, in Canada the rate of violent youth crime increases annually by an average of 14 percent. Since 1986, there has been a 102 percent increase in the number of youths charged with violent offenses. By contrast, over this same period in Canada, the size of the youth population decreased by 1.8 percent (Frank, 1992).

Schools rarely provide a safe haven from violence. In the United States, approximately 100,000 children are assaulted at school *each day*. Many middle and high school students report being fearful of victimization by peers, and some 160,000 students a day stay home because of those fears. Every day, about 5,000 teachers are threatened with physical assault, and more than 200 are actually attacked (Geiger, 1993).

Although the problem of youth violence is most visible in adolescence (Wentsel, 1993), aggression and antisocial behavior can be accurately predicted from early childhood behavior (Loeber, 1991; Patterson, Reid, & Dishion, 1992). Aggressive and violent behavior is not only stable across time, it also becomes increasingly resistant to change as children get older (Kazdin, 1987).

The steps towards delinquency and violence are depicted in the illustration below. There are other paths to delinquency, and sometimes it seems to occur out of nowhere. This is a simple graphic representation of a *common* path to delinquency and violence. Delinquency often begins with children being exposed to extremely difficult home situations where poverty, ineffective parenting, and high levels of family stress are common (Step 1). Children begin to act out with increasing amounts of negative and antisocial behavior, both at home and at school (Step 2). Academic failure is common (Step 3); followed by rejection by peers (Step 4). During early adolescence, these children tend to associate with others who are beginning to engage in deviant and sometimes illegal activities (Step 5). Antisocial adolescents who have been involved with a deviant peer group soon progress to Step 6 by participating in a wide variety of delinquent acts. The longer a child remains on this antisocial ladder, the greater the risk of more extreme forms of deviant behavior, including substance abuse, early sexual activity, and even incarceration (Ramsey & Patterson, 1989).



Although school can be a setting for childhood violence, there is enormous potential for school-based violence prevention programs to create positive change, since they can reach large numbers of children at an early age. Educators everywhere are recognizing their unique position to help children learn to be more caring, to solve their own problems, and to deal with anger in nonviolent and productive ways.

Second Step is implemented in thousands of schools across the United States and Canada. Evaluation studies attest to *Second Step's* ability to teach children prosocial skills, while teachers and administrators hold the program in very positive regard for its potential for decreasing violence in the school (Milwaukee Board of School Directors, 1993). Further, teacher reports suggest that the program can improve the entire classroom climate (Committee for Children, 1993).

Why Involve Families?

Unfortunately, behavior changes at school rarely generalize to the home or community (Briener & Forehand, 1981; Ramsey, Patterson, & Walker, 1990; Simon & Johnston, 1987). Although children learn new, more positive social behaviors through *Second Step*, these behaviors may not be naturally reinforced outside of school. Many children who are aggressive or antisocial at school come from families where extreme economic and emotional stress is common. In addition, these children are often difficult to discipline, and parents or caregivers rarely or inconsistently reinforce these children's good behavior (Patterson, Reid, & Dishion, 1992). However, it is possible to teach families better problem-solving strategies, and they in turn can teach their children how to deal with anger and problem situations (Forgatch, 1989). Historically, the family has not been the context within which school professionals have operated. Recent policy changes and the growing movement to improve school-home partnerships have created an awareness of the need for family-oriented service delivery within the school setting (Conoley, 1989).

Even in families where children's behavior is not problematic, empathy, impulse control, and anger management skills are rarely taught in a systematic and thoughtful way. A goal for *all* children is to become more caring individuals who can solve problems independently. Children will experience a growth in self-esteem as they learn to positively affect their environments. Through *Second Step*, families can increase their contact with the school and learn more about how to help their children become socially competent and independent adults. The more involved parents are, the better their perception of teachers and schools, and the more successful their children are, both socially and academically (Epstein, 1987; Henderson, 1988).

Over and over again parent training programs have proven an effective strategy for reducing violence at home and improving children's behavior (Gard

& Berry, 1986; Gray, 1986; Graziano & Diament, 1992). The younger the child, the more effective the parent training is likely to be (Patterson, DeBaryshe, & Ramsey, 1989). However, focusing solely on parent training, while excluding other important socializing agents such as teachers and peers, is impractical and much less effective (Bank, Marlowe, Reid, Patterson, & Weinrott, 1991). For prevention to work, all three socializing agents—*families, peers,* and *teachers*—need to be targeted (Ramsey & Patterson, 1989; Reid, Eddy, Bank, & Fetrow, 1994). *Second Step*'s curricula for children combined with the *Family Guide* represent a major step forward in comprehensive school-based violence prevention.

The *Second Step* program, by itself, cannot solve all the problems that families face. It clearly cannot replace income or provide housing assistance, help in job training or job placement, or cover unmet child or health care needs. Deeply troubled families will need more intensive help than this broad-based support and guidance program. Some families will need access to comprehensive drug and alcohol treatment programs, and some children will need intensive therapeutic intervention for serious emotional difficulties. Yet prevention at an early age can be one important way to reduce the number of families needing this type of intensive and expensive treatment.

All children deserve to grow up free of violence. Educators and community agency personnel can help make this happen by teaching social competence and offering strategies to families as they attempt to model and reinforce these skills at home.

Using *Second Step* in the Classroom or Community Agency

Second Step is usually taught by the classroom teacher. It can also be used in community-based youth agencies and after-school programs, where instruction is provided by trained youth group leaders to small groups of children.

The curriculum is divided into four grade level packages: Preschool–Kindergarten, Grades 1-3, Grades 4-5, and Grades 6-8. For the purposes of this *Family Guide*, only preschool through grade 5 are discussed. Curriculum materials, including videotapes and 11" X 17" photo lesson cards, portray a diverse population of children engaged in a variety of activities and interactions, and are designed to be used with an entire classroom of students by the students' teacher. Counselors or social workers usually provide support and facilitation information. The school counselor might also provide follow-up with high-risk students in individual or group sessions.

Lessons are organized into three units: (1) **Empathy**, designed to promote greater understanding of others' feelings; (2) **Impulse Control**, designed to teach a problem-solving strategy and specific behavioral skills; and (3) **Anger Management**, designed to promote self-control in anger-provoking situations.

Lessons are interactive, and most require students to participate in role plays, while the classroom teacher and other students provide necessary and supportive feedback.

To facilitate generalization of skills presented in the curriculum, each lesson contains a "transfer of training" section. This critical section gives the teacher advice on how to encourage students to use the new skills in class, at home, and with peers. Teachers and the leaders of community programs for children are encouraged to reinforce the *Second Step* skills throughout the day and during all regular and special school or agency activities.

Second Step has always advised that parents and caregivers be informed about the program. Four standard Take-Home Letters are sent to families at different points throughout the classroom teacher's presentation of *Second Step*. The Take-Home Letters include information on what students are learning, as well as tips on how parents and caregivers can help their children use the new skills. Facilitators for *Second Step* family groups should be familiar with the content of the Take-Home Letters because group participants may have questions. The group facilitator should see that all Take-Home Letters are translated into the parent and/or caregiver's primary language. Copies of the four letters are included here for easy review.

date ______________

Dear Parents and Caregivers:

We are starting a new program called *Second Step* in our classroom. *Second Step* teaches skills that can help all children get along with other people and do better in school.

Second Step lessons are divided into three main areas:

1. **Empathy**
   Children learn about feelings and ways to show understanding towards others.
2. **Impulse Control**
   Children learn new ways to solve problems and practice skills such as apologizing, interrupting politely, and making new friends.
3. **Anger Management**
   Children learn to manage their anger in ways that do not hurt others.

You will be getting more letters about *Second Step* and the skills your child is learning. You will be given a chance to watch a *Second Step* videotape designed for families later this year. If you have any questions about the *Second Step* program, please contact me.

Sincerely,

---

date ______________

Dear Parents and Caregivers:

Our class has started learning about **Empathy**. **Empathy** means identifying and understanding others' feelings in order to get along better with other people. Children will practice **Empathy** skills at school by:

- identifying their own and others' feelings by looking at faces, listening to voices, and watching what is happening. ***(Help your child practice by asking, "You're clenching your teeth and fists; are you mad? Why?")***
- recognizing that people may react differently to different situations. ***(Help your child practice by saying, "You like to play on the jungle gym, but it scares your friend. What can we do about that?")***
- predicting feelings. ***(Help your child practice by asking, "How do you think your friend might feel when she asks you a question and you don't answer?")***
- learning the difference between accidents and things done on purpose. ***(Help your child practice by asking, "Do you think he meant to knock over your bike?")***
- sharing feelings. ***(Help your child practice by sharing your own feelings, "I feel happy when you do your homework on time.")***
- understanding and accepting differences in others. ***(Help your child practice by saying, "It is OK for your friend to be different from you. You two are alike in some ways, too. How?")***

Listening and talking about feelings helps children to be more understanding of others. It can also help to create a more positive classroom environment.

Please contact me if you have any questions about **Empathy** skills or *Second Step*.

Sincerely,

---

date ______________

Dear Parents and Caregivers:

Our class has started learning about **Impulse Control**. **Impulse Control** means slowing down and thinking through several ideas when facing a difficult problem or situation.

Our class will learn and practice five steps for solving problems:

How to Solve Problems

1. What is the problem?
2. What are some solutions?
3. For each solution ask:
   Is it safe?
   How might people feel?
   Is it fair?
   Will it work?
4. Choose a solution and use it.
5. Is it working? If not, what can I do now?

In this section, your child will practice using skills such as apologizing, ignoring distractions, and dealing with peer pressure. I will be sending home the steps for each skill on a homework sheet so that your child can practice at home. If your family uses different steps, please discuss this with your child and let me know. We do not talk about the steps as hard and fast rules, only guidelines for being safe and fair.

Please contact me if you have any questions about **Impulse Control** skills or *Second Step*.

Sincerely,

---

date ______________

Dear Parents and Caregivers:

Our class has started learning about **Anger Management**. The **Anger Management** steps that children learn help them to recognize, understand, and manage their anger. Our class will learn and practice five steps for managing anger:

What to Do When You Are Angry

1. How does my body feel?
2. Calm down:
   - Take three deep breaths.
   - Count backwards slowly.
   - Think nice thoughts.
   - Talk to myself.
3. Think out loud to solve the problem.
4. Think about it later:
   - Why was I angry?
   - What did I do?
   - What worked and didn't work?
   - What would I do differently?
   - Did I do a good job?

Second Step does not teach that feeling angry is bad. It does teach that how you act when you are angry is important. Pushing, hitting, or bullying is not allowed at our school.

I will continue to send homework sheets so that your child can practice at home and you can see what we are doing in class. Please contact me if you have any questions about **Anger Management** skills or *Second Step*.

Sincerely,

Options for Use

A Family Guide to Second Step is designed for use in school and youth agency settings and should be used with parents and caregivers of children in preschool through grade 5 who are receiving *Second Step* in their classrooms, youth group, or after-school program. *Second Step*'s family program is flexible in its implementation and is designed so that a group facilitator can modify the presentation based on personal and cultural differences of the participants. There are three ways these materials can be used:

1. **Six Facilitator-Led Family Sessions.** This is the best way for families to get a complete understanding and overview of *Second Step*. By encouraging family attendance, schools or community agencies ensure the greatest family cooperation and support for *Second Step*. The complete six session program is contained in this manual and includes scripted facilitator-led sessions, four videotapes, participant handouts, and participant magnets.

2. **One-Night Presentation.** This overview session can serve as an introduction to *Second Step* and the procedures for teaching the curriculum in the classroom or community agency. The one-night presentation includes one scripted facilitator-led session, one overview videotape, and several handouts for participants. The scripted one-night guide can be found in the last section of this manual.

3. **Take-Home Videotape.** If group meetings are not possible, check out the 28-minute overview videotape to students and their parents. The take-home procedure also works well as a means of connecting with "hard to reach" families. In the school and parent resources section of this guide, you will find a master for a brochure that should be copied, folded, and inserted into the videotape's pocket for each family to read and keep.

While the six-session approach is the optimal alternative for using the *Family Guide*, the second and third approaches can serve as a basic introduction to the *Second Step* program and an enticement for families to attend the six family sessions at a later date. Research indicates that many families want to be more involved with their children's school lives, yet they lack the confidence or specific guidelines from classroom teachers and other school personnel to take on a more involved role (Canter & Canter, 1991; McLaughlin & Shields, 1987). *A Family Guide to Second Step* provides these guidelines.

Facilitator-Led Sessions

A Family Guide to Second Step is most successful when groups of 10 to 20 parents or caregivers meet weekly for six consecutive weeks with one or two group facilitators. Sessions can be held in the school's library or in an empty classroom. Each session is designed to last one and one-half to two hours and includes leader explanation, role-play activities, group practice exercises, videotaped scenes, and take-home activities.

For each session, the Facilitator's Manual provides a list of necessary materials, an agenda with time allotments for each session component, and facilitator notes. The facilitator notes are divided into "Session Goals" and "Training Tips" that relate specifically to each session. Be sure to review these notes before each session, as they give useful information in helping the meetings go smoothly.

The actual session information is divided into "Necessary format" and "Suggested script." The information contained under "Necessary format" needs to be presented to all participants. The dialogue under the "Suggested script" heading contains suggested wording and materials for the actual presentation. This dialogue is not intended to be read verbatim, but is offered as a guide for facilitators. Group facilitators should use their own words whenever possible to convey the information included.

Ideally, the participant handouts should be assembled in a notebook over the six sessions. At each session the corresponding handouts should be distributed to all participants.

One-Night Presentation

The one-night only presentation has been developed for school or agency facilitators to use in conjunction with the 28-minute family overview videotape. The one-night only presentation takes two to two and one-half hours, depending on the number of participants and activities included. The presentation utilizes discussion and role-play techniques to demonstrate the key *Second Step* skills: empathy, impulse control, and anger management. A one-time only presentation will not provide the time or the means for parents and/or caregivers to completely learn all the *Second Step* skills. It will, however, provide a way for participants to see and perhaps be supportive of what their children are learning in the classroom. This understanding could enhance the generalization and transfer of *Second Step* skills for their children.

Take-Home Video

The classroom teacher or youth group leader can check out the overview tape to students and their families. As of fall, 1995, *Second Step* classroom curricula for preschool through grade 5 will each include the family overview videotape. Additional copies of this tape can be purchased from the Committee for Children.

This take-home tape can be an effective means for informing parents and caregivers who are hard to reach and are unlikely to attend family group sessions. While direct instruction and practice is the optimal approach for improving parenting practices, research has demonstrated that videotapes are an effective means of parent education. At the University of Washington, researchers have shown that a series of instructional videotapes for parents (without therapist or facilitator consultation) resulted in significant improvement in child antisocial behavior, as well as gains in positive parent discipline strategies, although the changes are not as great as for families who receive consultation (Webster-Stratton, 1990; Webster-Stratton, Kolpacoff, & Hollinsworth, 1989). In addition, research has demonstrated that videotaped instruction can be cost-effective, both in terms of professional hours and as a prevention and early intervention technique (Webster-Stratton, 1984).

Who Should Facilitate a Group?

A Family Guide to Second Step was created in such a way that people with a variety of backgrounds can lead groups. Obvious choices for group facilitators might be school counselors, social workers, or administrators, yet parents and teachers are also good candidates. It is suggested that the group facilitators have experience and be familiar with *Second Step.* At a minimum, facilitators should have done extensive observations of *Second Step*'s implementation in several classrooms or youth groups. Experience working with parents and leading groups is extremely important for facilitators of this guide. Co-facilitation is strongly encouraged, as it can enhance the leader's credibility and ability to work with large groups. Co-facilitation is ideal for groups with many families speaking a language other than English. The co-facilitator can translate materials or even form a sub-group for participants speaking the same language at home.

Encouraging Family Participation

Second Step is designed for all families, not just for those with "high-risk" children. All families can benefit from exposure to the key competency areas: empathy, impulse control, and anger management. In addition, the role-play practice and take-home activities provide families with the extra practice required to incorporate these skills into their family lives.

Families whose children receive *Second Step* in the classroom should be notified about upcoming *Second Step* family meetings. It may be easier for some facilitators to begin family groups at school by starting only with families of students in certain grades or from certain classrooms. Because every school and agency is different, how a facilitator decides to bring families together will vary depending upon the composition of students and families. *Second Step does not* recommend inviting only families of high-risk students, as this may make parents or caregivers feel singled out or discriminated against. Clearly all families can benefit from skills presented and practiced during these meetings. This program was designed to enhance what is already happening at school and build upon a family's own values and child-rearing beliefs.

Consider contacting all parents and caregivers initially by letter. It is best when this letter is signed by the classroom teacher. If meetings will be translated, let families know this in a letter in their primary language. A classwide newsletter to parents, with a description of the upcoming family meetings, can demonstrate a teacher's support and confidence in the program. The group's facilitator can follow up with a phone call to all parents or with only a select few. Sometimes a school volunteer who relates well with parents can call and invite other parents and caregivers to the first meeting. If there are parents or caregivers whom the classroom teacher, school social worker, or other school personnel feel would especially benefit from the *Second Step* family component, be sure to contact them by phone. Research and experience indicates that a personal contact can go a long way towards encouraging participation in school activities (Patterson, Reid, & Dishion, 1992; Wagner, 1993).

Second Step also advises that once participants are attending the groups, they should be contacted between meetings. The primary goal of these midweek phone calls is to involve the participants in trying the take-home activities. In addition, midweek calls give the group facilitator an opportunity to touch base with parents on an individual level, offer support, and recruit for the next meeting. As the facilitator talks with each participant in her/his primary language, s/he needs to be positive about the parents' attempts to implement the *Second Step* material or just about the fact that parents attend the group meetings. The facilitator needs to look for ways to encourage participants to expand on what they already are doing with their children. The calls should be brief, supportive, and encouraging.

Procedure. A procedure for informing parents and caregivers of the *Second Step* family meetings is outlined below. Timing and exact wording will vary depending upon each school or agency and the characteristics of students and their families. Examples of all-school announcements, recruitment letters, and reminder phone calls can be found on pages 11-13.

Technique	Timing	From Whom
1. All-school (or all-class) announcement	1-2 months prior	School administrator/ Classroom teacher
2. Letter to all parents	3-4 weeks prior	Classroom teacher/ Group facilitator
3. Target phone calls	2 weeks prior	Group facilitator/ Parent volunteer
4. Reminder phone calls	1 day prior	Group facilitator/ Parent volunteer
5. Midweek phone calls	each week between meetings	Group facilitator/ Parent volunteer

1. All-school (all-class) announcement (1-2 months prior to first meeting)

SAMPLE:

A Family Guide to

Second Step®

Parenting Strategies for
a Safer Tomorrow

Come and learn more about our school's classroom program for encouraging children to cooperate and get along better with others.

Second Step is a school-based program that teaches children to think of others' feelings, solve problems cooperatively, and manage their anger in a positive way.

When:____

Where:____

Cost:____

Child-Care:____

2. Letter to all parents (3-4 weeks prior to first meeting)

SAMPLE:

date

Dear (Parent/Guardian Name):

Starting on (date), there will be six family meetings that review the *Second Step* program being offered in your child's classroom. The purpose of these meetings is to let you know exactly what is happening in the classroom and to look at ways you could reinforce the *Second Step* skills at home. *Second Step* teaches children skills they need to be successful at school, make friends, and get along better in the community and at home.

These meetings are a way for us to build a stronger connection between home and school. You will meet parents, exchange information, and learn ways to help protect children from the risks they so often face as they grow older. We hope you will find these meetings fun as well as informative.

To make it as easy as possible for you to attend, we have arranged to use the school library for our meetings. Free child-care will be provided in the gym.

The meetings will be held on (day) from (time) to (time). If you wish to attend, please call (name), the group facilitator, at (number). If you have any questions, please feel free to contact me.

Sincerely,

(Classroom Teacher and/or Group Facilitator)

3. Target phone calls (two weeks prior to first meeting)

SAMPLE:

Hi, my name is _________ . I am the group facilitator for the upcoming *Second Step* family meetings at (school's name). Is this a good time to talk briefly about the meetings?

The meetings start on (day, date) at (time).

There will be six family meetings as part of the *Second Step* program your child is receiving at school. We will see exactly what the kids are learning and how families can help their kids practice these skills at home.

Second Step helps kids think about other people's feelings (not just their own), learn how to solve their own problems (and not always turn to an adult), and deal with their anger (instead of just getting mad).

Meetings will be in the school library and will last one and one-half hours. Free child-care is provided in the gym. I hope you can join us!

4. Reminder Phone Calls (one day prior to first meeting)

SAMPLE:

Hi, (parent name). This is (facilitator name) from (school). I just wanted to remind you that our first family meeting for the *Second Step* program is tomorrow night at (time). Are you still planning on attending? Great, we are really looking forward to seeing you there. Remember, we will meet in the library, and child-care will be provided in the gym.

Preparing to Facilitate a Family Group

Preparing for a family group can be time-consuming at first. With practice, meetings will be easy to prepare for and fun to lead. The following checklist may help in preparing for meetings.

LOGISTICS

1. Is a child-care room arranged? ____
2. Are there adequate toys and activities for child-care? ____
3. Has a child-care provider been found? (see note on hiring a child-care provider) ____
4. Have snacks been arranged? ____
5. Is a group meeting room available? ____
6. Are there enough chairs in the appropriate size? ____
7. Are instructions available for turning off any building security systems? ____
8. Is there an overhead projector, large chalkboard, or flip chart with pens available? ____
9. Have the VCR and monitor been tested and are they in working order? ____
10. Are all the materials (from the materials list) ready to go? ____
11. Are extra pencils and paper available for the participants? ____

GUIDE MATERIALS

1. Have all components of the session been reviewed, including the necessary format, suggested script, meeting agenda, and facilitator's notes? ____
2. Has the suggested script been highlighted and script written that reflects personal examples where needed? ____
3. Have overheads and/or charts been completed ahead of time? ____
4. Have the group activities been reviewed and solutions to problems anticipated? ____
5. Has the group facilitator(s) practiced teaching someone else the materials or videotaped her/himself? ____

Providing Child-Care

Providing child-care during group meetings significantly increases participation and reduces the possible stress on parents or caregivers of finding adequate child-care during meetings (Conoley, 1989; Henggeler & Borduin, 1990). Parents and caregivers will feel most comfortable when the child-care is provided in a clean, safe environment close to where the family group is meeting. Appropriate materials should be made available to children during child-care times, including toys, books, and videos. Create a system for selecting a child-care provider(s) that meets any of your school or agency safety guidelines.

Successful Facilitation

The basic belief of *A Family Guide to Second Step* is that families know best what works for their children and the values under which their family operates. The program does not suggest that one way will work for all families; rather, it is the facilitator's role to modify the materials in a way that meets each family's needs and builds on each person's strengths.

Research suggests that parent participation is greatest when group facilitators use supportive coaching, role plays, group discussion, modeling, home practice assignments, and guided feedback (Miller, 1994). Parents from all income levels can benefit from parent training programs. To be successful, however, some groups may need to minimize lecture and written materials and increase modeling, role-playing, and coaching, especially for low- or nonreading participants (Knapp & Deluty, 1989). When there are parents and/or caregivers attending whose primary language is not English, be sure to employ a translator, or train facilitators who speak the primary language of parents in each group. Facilitators for all groups must be extremely sensitive to participant characteristics and family background in order to make *A Family Guide to Second Step* a success.

Second Step recommends group facilitators adhere to several guidelines in order to be successful at facilitation of family groups:

1. **Encourage the use of problem solving, rather than give advice.** Remember that parents and caregivers are in the best position to change children's behavior and are the "real experts" when it comes to their children. Each family will have different goals for their children; therefore, it is inappropriate for a facilitator to tell parents or caregivers what to do with their children. The best a facilitator can do is to ask other group members for alternative solutions or to offer other ideas for a particular problem or situation.

2. **Remind parents of what is considered "normal" child development.** Children differ in both temperament and development, so what works for one child may not work for another.

3. **Model acceptance of different values and goals.** This can be done by asking for different opinions and/or alternate solutions.

4. **Use a variety of techniques to present the materials.** Many different approaches to presentation are outlined in the Facilitator's Manual, including handouts, role plays, and large group activities. Emphasize what works best for your group's participants.

Using Role Plays

Role-play activities are included throughout the Facilitator's Manual. Role-playing and modeling are effective means for promoting learning and skill enhancement. Role plays give participants a chance to practice new skills before trying them on their own. Most role plays in the manual can be modeled alone by the facilitator or with one other adult. Usually, participants are then asked to try the role play with a partner or in a small group, while the facilitator circulates among pairs or groups.

When modeling the role play, the following guidelines should be kept in mind:

- Model the role of the primary character (it may be a parent, but it could be the child).
- When portraying a child, pick one of similar age and characteristics of children of parents in your group.
- Practice your model role play ahead of time, making sure you emphasize the most important steps or dialogue.
- Keep the role play simple.

Role plays can feel uncomfortable at first. But with practice, you and the participants will find role-play activities an enjoyable and helpful learning technique.

Working with All Kinds of Participants

To lead a successful family group, facilitators need to be able to respond to a wide variety of participants. Many will have certain expertise or experiences they wish to share. Sharing by participants is an important element of the program, but occasionally it may become a problem. This can be avoided by setting up a few simple group ground rules during the first or second meeting. Ground rules might include: (1) sharing the group discussion time, not allowing one person to dominate the discussions; (2) using hand raising when a participant has something to share; (3) keeping all personal information confidential; and (4) not using names when sharing or asking about someone else. Facilitators should ask for an agreement from the group to adhere to these rules. If a facilitator does set ground rules, then she or he must be consistent about pointing out when they are broken. Simply say, "Remember, we agreed to . . ."

Below are simple suggestions for handling some specific situations that may arise.

Participants who want to lead: Certain participants may tend to take over and lead the group. Thank these participants for their input, but remind them of the "sharing group discussion time" ground rule. Acknowledge their expertise or information and suggest that the two of you talk later. Remind participants that these meetings are focused on the *Second Step* model and how families can support that model. Presenting lots of other information or other models might be confusing for other participants.

Participants who rarely interact or share: During group discussions ask if there is anyone from whom the group has not yet heard. Or ask a specific participant if s/he has a thought or comment on a certain topic. Give these participants non-speaking roles in role plays. Use small group discussion (or even discussion in pairs). As a leader, don't worry too much about these participants as long as they appear to be listening and demonstrate a grasp of the information presented.

Participants who share inappropriate information: Set a ground rule of not sharing names or specific information about other people or families. Ask the participant to stop if s/he begins to share confidential information. If a participant shares parenting information that may not be appropriate or work for others, say, "that is one idea that may work for you, what have other people tried?"

Participants who talk a lot: Each session remind participants to share the group discussion time. Offer to talk more with the participant at a later time. Gradually call on the participant less and less.

Participants who share strong emotions such as crying or anger: Sometimes sharing personal experiences creates an atmosphere for strong emotional reactions. Strong emotions are not necessarily bad, but sharing should not detract from the group experience for all participants. Empathize with the participant. You may decide to stop the meeting for a five-minute break. Suggest that that person stay and talk with you after the meeting or set up a time to talk more later. Often the participant only needs some one-on-one time to share her/his feelings. Other times a referral to a community source may be appropriate.

Handling Disclosure and Reporting

The *Family Guide to Second Step* encourages participants to talk about their children, their parenting, and their feelings. As a result of this kind of participation, parents and/or caregivers may disclose information about current or potentially abusive (emotional, physical, or sexual) or neglectful situations in their family.

If you are unsure whether a participant's disclosure constitutes abuse or neglect, or if you feel uncertain about how to deal with the situation, refer to your school district's guidelines and seek advice from your principal and/or local child protective service. If you have "reasonable cause to suspect" a child is being abused or neglected, it is your legal responsibility to report your suspicions to your local child protective service or the police. This will set in motion the process of investigation and of getting help for the family. *Remember, your role is simply to report suspicions, not to investigate or make a judgment about the situation.*

Child abuse laws vary from state to state and province to province. Individual schools and community agencies may have their own reporting procedures. Some schools require that the head teacher or principal be informed; s/he will then make the official report. Other policies require that the principal be informed before the teacher makes the report. It is important to note that failure to report by higher administrators does *not* release educators who suspect abuse from their legal obligations. Understanding your school or agency policy and the child abuse and reporting laws in your state or province are the best assurances that you are acting appropriately in any given situation.

Has *A Family Guide to Second Step* Been Piloted?

All three delivery options (facilitator-led family sessions, one-night presentation, and take-home videotape) for *A Family Guide to Second Step* were piloted with families of elementary school students. The six facilitator-led family sessions, which included video viewing, discussion, activities, and skill demonstration, were piloted in seven schools in Washington and Western Canada. Pilot facilitators held a variety of positions, including counselors, teachers, parents, and family support/social workers. Group size ranged from five to over 30. Parents and caregivers who participated cut across all ethnic and economic backgrounds. Several schools were located in urban settings, while others were in more rural areas.

Rating scales were given at the end of each of the six sessions. Almost all participants reported that they would strongly recommend the program to others. Parents indicated that the program was quite helpful in dealing with their children. They reported using ideas and skills from the program fairly frequently and seeing some improvement in their children's behavior since they started the sessions.

The one-night presentation pilots gave an introduction to *Second Step* and demonstrated how it is used in the classroom. The presentations also provided hands-on activities and discussion questions. The facilitators at the five schools found the format easy to use. The parent participants were given a questionnaire at the end of the evening. Many expressed an interest in having more meetings and getting additional information regarding using *Second Step* skills at home.

One large urban school served as the pilot for the take-home videotape. Virtually every student (kindergarten to grade 5) took home the 28-minute overview videotape to parent or caregiver. Ratings from the completed questionnaires indicated that parents found the information very interesting and thought that it was clearly presented. A number of them expressed interest in attending a series of meetings regarding using *Second Step* skills at home. Teachers who sent home the videotapes with students were enthusiastic about this avenue for involving parents.

For a pilot summary report of *A Family Guide to Second Step* or a copy of feedback forms that can be used with the facilitator-led family sessions, write Client Support Services, Committee for Children, 2203 Airport Way South, Suite 500, Seattle, WA 98134-2027.

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National Organizations

Children's Defense Fund
25 E Street, N. W.
Washington, D.C. 20001

Child Care Action Campaign
330 Seventh Avenue, 17th floor
New York, NY 10001

Child Help USA
National Hotline
1-800-422-4453

Committee for Children
2203 Airport Way South, Suite 500
Seattle, WA 98134-2027

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, D.C. 20006-3817

National Organization of Student
Assistance Programs and Partners
4730 Walnut, Suite 105
Boulder, CO 80301

National School Safety Center
Pepperdine University
Malibu, CA 90265

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Introduction

Second Step is a program for schools and families to use to encourage children to get along well with others. The program teaches children to think about others' feelings, to solve problems cooperatively, and to manage their anger in a positive way.

The enclosed videotape provides an overview of the *Second Step* program. It describes what happens in the classroom and shows examples of how *Second Step* can be used at home. It takes time and practice to be comfortable using these skills, but the skills do work to reduce conflict and encourage cooperation in children.

After each scene on the video, stop the tape and review the corresponding section in this brochure. Think about ways you could help your children practice these skills at home.

Contact your child's teacher, agency director, or principal if you have questions about *Second Step*.

COMMITTEE for CHILDREN

The **Committee for Children** is a not-for-profit agency dedicated to promoting the safety, well-being, and social development of children by creating quality educational programs for educators, families, and communities.

Founded in 1979, the Committee develops and distributes a wide range of educational materials, conducts original research, and offers training to parents, teachers, and other community professionals.

For more information about *Second Step* curricula, contact your child's teacher or school administrator.

Committee for Children
2203 Airport Way South, Suite 500
Seattle, WA 98134-2027

Keep this brochure for your family

A Family Guide to Second Step®

Parenting Strategies for a Safer Tomorrow

COMMITTEE for CHILDREN **Overview Video**

Second Step® teaches skills in three areas.

Empathy

Empathy means identifying and understanding others' feelings in order to be a more caring person.

In the empathy scene, you saw one parent deal with her son's angry feelings. How do you think empathy helped this situation? Are there things you could do to help your children share their feelings?

Empathy Skills

1. **Listening:** Children and adults can understand others better just by improving their listening skills. Listening means not criticizing what the other person is saying and not giving advice unless the person talking requests it.

2. **Acknowledging others' feelings:** It is important to listen to your child's feelings, even if you disagree with those feelings. Encourage your child to talk about her or his feelings and eventually s/he will learn to predict and understand the feelings of others.

3. **"I feel" messages:** An "I feel" message lets a person know how her/his behavior and actions affect you. The parent in this scene did this when she said, "I know I feel sad that I won't be able to see you skate today."

Impulse Control

Most children could benefit by learning to slow down and think through options when faced with difficult situations or problems. Impulse control means using problem-solving skills. Using problem solving and controlling our first impulses is a big part of *Second Step* and it can be hard to do at first. That is why practicing at home is so important.

Like the father in this scene, you can help your child problem-solve by asking her or him the problem-solving questions below. This may take a little extra time at first, but will pay off when your child can figure out solutions to problems on her or his own.

How to Solve Problems

1. What is the problem?
2. What are some solutions?
3. For each solution ask:
   - Is it safe?
   - How might people feel?
   - Is it fair?
   - Will it work?
4. Choose a solution and use it.
5. Is it working? If not, what can I do now?

Anger Management

In most families anger and conflict are a normal part of family life. The point is how anger is dealt with. Anger in itself is not bad. The anger management steps can help all of us recognize, understand, and control anger.

Like the mother in the scene, help your child to pay attention to how her or his body feels when s/he is angry. Before trying to fix what made your child angry, help her or him to learn to *calm down.* Take a minute now and think of ways that might work for your child to calm down when s/he is angry.

What to Do When You Are Angry

1. How does my body feel?
2. Calm down:
   - Take three deep breaths.
   - Count backwards slowly.
   - Think nice thoughts.
   - Talk to yourself (tell yourself to calm down).
3. Think out loud to solve the problem (use the problem-solving steps).
4. Think about it later.

A Family Guide to
Second Step®

Session 1

What Is *Second Step* and How Can Families Help?

Materials:

- **Name tags**
- **Videotape #1: *A Family Guide to Second Step*, overview video**
- **VCR and monitor**
- **Pens/butcher paper**
- **Coffee/tea**
- **Agenda #1 (on overhead projector or board)**
- **Handouts (#1, #2, #3, #4, #5)**
- ***Second Step* classroom curriculum kits**

Session Goals

- Welcome participants and begin to develop group cohesiveness.
- Orient participants to *Second Step*.
- Give overview of ways for families to reinforce *Second Step* skills at home.
- Explain the purpose of At-Home Activities; distribute Week One activity.
- Preview the five upcoming meetings and encourage attendance.

Training Tips

During this session it is important to generate enthusiasm for *Second Step* and for learning more. You can do this by sharing personal examples of program successes whenever possible, and by not dominating the session with lecture style material. These family meetings can be fun for you and for families!

If you, or someone at your school, have already made the overview videotape available to a large number of parents and/or caregivers in the present group, you may choose not to show the tape again. Instead, allow extra time for participants to explore the classroom curriculum kits. An optional curriculum exploration activity is recommended.

Do not be defensive if participants have concerns about portions of the *Second Step* curriculum. Simply listen to their concerns and let them know at what point during the next five sessions the issue will be addressed.

Fill in the month, dates of sessions, and any special school and/or community activities on Handout #5 prior to copying it for distribution.

Teachers may resist sharing their *Second Step* materials with you for family meetings. Assure these teachers that you will monitor the curricula's use and let them know how beneficial this hands-on activity can be for students' families.

During the video debrief, participants may focus on the finer details of the video, such as the configuration of the home, the children seeming too perfect, or the mannerisms of the parents. Whenever possible, redirect the participants away from this type of discussion. Remind participants that they are only seeing a brief segment of this make-believe family's interaction. The videos were designed to emphasize certain skills, not to perfectly duplicate every possible interaction style. Facilitators may need to remind participants of the purpose of the videotapes each time a new tape is viewed.

Create a poster or small box entitled "Questions and Concerns." Participants can stick pieces of paper with questions on the poster or in the box anytime. Quiet participants may like the anonymity of this method. Be sure to respond to questions or concerns at the beginning or ending of each meeting.

Agenda 1

1. Welcome and Introductions (10 minutes)
2. Looking Ahead for Children (20 minutes)
3. *Second Step*: An Overview (50 minutes)
4. Week One At-Home Activity (5 minutes)
5. Closure (5 minutes)

Adjust time allotments if conducting a two-hour meeting.

I. WELCOME (10 minutes)

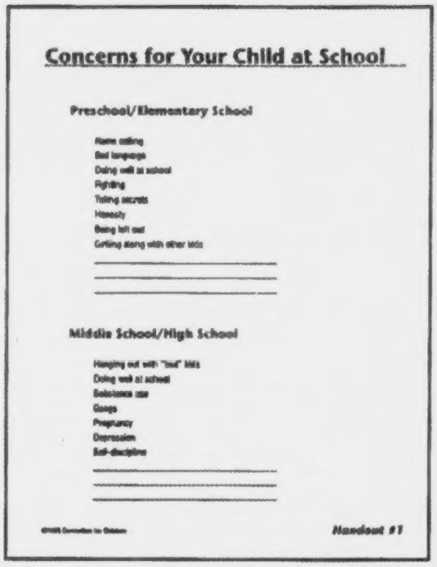
Necessary format	*Suggested script*
A. Introduce yourself.	
B. Answer "Why are we here?" **Key points:** 1. Learn about *Second Step* in the classroom. 2. Introduce and practice ways for families to reinforce material at home. 3. Create a partnership between home and school. 4. Learn new ways to help protect children from some of the risk factors in today's world (drugs, violence, school failure, stress, etc.).	*We are here to learn more about a program being used in our school called* ***Second Step****.* ***Second Step*** *is taught in the classroom to reduce impulsive and aggressive behavior in children and increase their social skills. Children will learn empathy skills, problem-solving skills, and anger management skills. I hope you will leave here tonight understanding more about what your child is learning through* ***Second Step*** *and ways that you can practice and reinforce the new skills at home. We hope to build a better partnership between families and our school by offering this series of family meetings that show how you can reinforce what your child is learning. There is an old African proverb that tells villagers that it will take the entire village to raise a child. By attending these meetings you will learn how together we can protect children from many of the risky things they will face, such as drugs, violence, school failure, and everyday stresses.*
C. **ACTIVITY** Group member introductions	*Please introduce yourself to the group. Let us know your children's names and what grade they are in. You might want to let us know what you hope to gain from these six family meetings.*

II. WHAT'S AHEAD FOR CHILDREN AT SCHOOL AND AT HOME?

(20 minutes)

Necessary format	*Suggested script*
A. Motivate participants.	*We are concerned about what is happening to children here at school, as well as what is in store for them as they get older. All parents hope to protect and shelter their children, but this isn't always easy.*
B. **ACTIVITY** Ask participants to describe in one or two words what the word *resiliency* means to them. 1. Write the word *Resiliency* on the board. 2. Record participant responses.	*Even if our kids are not involved with the most violent or dangerous activities (alcohol, drugs, gangs, etc.), they will be exposed to other children who are involved. One job of parents and teachers is to help children build up their resiliency skills, as well as to show them how to have better relationships with other people.*
C. **ACTIVITY** Ask participants: "What are your concerns for your children right now at school and at home?" 1. Provide large pieces of butcher paper on tables. 2. Have members work in small groups, pick a spokesperson, and share responses. 3. Have groups cross out or add to the lists on Handouts #1 and #2 so they can have a more personalized list.	*This activity will give you a chance to discuss with other parents concerns for children as they grow and move through school. There are some very scary things (drug use or violence) and some less scary things (making friends, or getting along in a job as an adult) to be concerned with. Doing well socially has proven to be important for success for both children and adults in all areas of their lives.* *Let's brainstorm now things that you are concerned with at home and at school.*

Necessary format



Concerns for Your Child at School

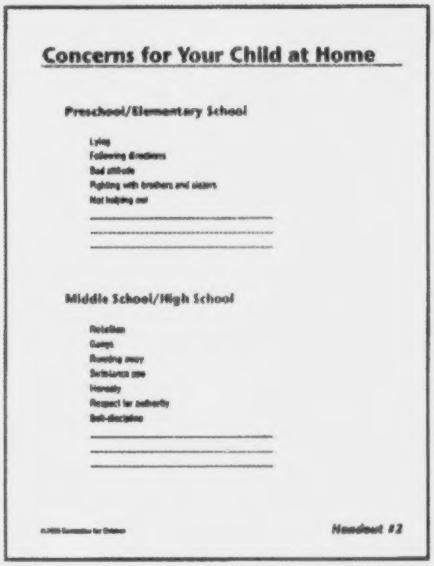
Preschool/Elementary School

Name calling
Bad language
Doing well at school
Fighting
Telling secrets
Honesty
Being left out
Getting along with other kids

Middle School/High School

Hanging out with "bad" kids
Doing well at school
Substance use
Gangs
Pregnancy
Depression
Self-discipline

Handout #1



Concerns for Your Child at Home

Preschool/Elementary School

Lying
Following directions
Bad attitude
Fighting with brothers and sisters
Not helping out

Middle School/High School

Rebellion
Gangs
Running away
Substance use
Honesty
Respect for authority
Self-discipline

Handout #2

Suggested script

Many families share the same concerns for their children no matter what their cultural, economic, or geographic backgrounds.

In fact, think back to your own childhood. Do you think your parents and teachers shared any of the concerns we have just discussed?

Some things certainly have changed, although others may never be different.

Customize these two handouts by crossing off items that do not concern you and adding items you may have heard brainstormed.

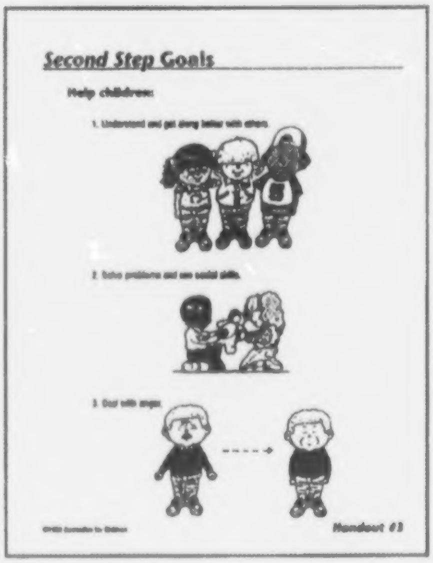
Later in this meeting we will return to these concerns and look at how ***Second Step*** *can address many of them through the school. We will also return to these concerns in our final meeting and look at how each of you works to prevent the occurrence of many concerns at home.*

III. SECOND STEP (50 minutes)

Necessary format	*Suggested script*
A. Introduce and show the *Family Guide to Second Step* overview videotape (28 minutes). (If most participants have seen the overview tape, consider skipping this and just sending the tape home for those that have not seen it. Skip to C and focus on curriculum exploration.) **Key points:** 1. Overview *Second Step.* 2. Ways families can reinforce *Second Step* skills at home. 3. Classroom teachers will not all teach the program in exactly the same way.	*The videotape we are about to view was created for families. The purpose of the tape is to provide an overview of* ***Second Step*** *lessons your child is getting in the classroom, and to suggest how families can encourage kids to use* ***Second Step*** *skills at home. Keep in mind that each classroom teacher will present the material a little differently. Some teachers may not have started presenting* ***Second Step****, while others are already nearly finished. Your child's teacher will incorporate the curriculum in a way that best meets her or his students' needs.*
B. Debrief the tape.	***Debrief Questions*** *1. How many of you were familiar with* ***Second Step*** *prior to viewing the tape?* *2. In looking at this tape, do you feel that you would like to know more about* ***Second Step****?* *3. What are your concerns about* ***Second Step*** *after seeing the tape?* *4. Is there one skill your child already uses at home or at school?* *5. Is there one skill you would like to see your child get better at or learn?*

Necessary format

C. Review the goals of *Second Step* (refer to Handout #3).



Second Step Goals

Help children:

Handout #3

D. **ACTIVITY**

For this activity, gather *Second Step* classroom kits for each of the grade levels. Open the kits and create tables for each one. For example, one table (or area of the room) might have preschool and kindergarten materials. The kit should be open and several items out on the table. Have participants look at the curriculum corresponding to their child's grade level.

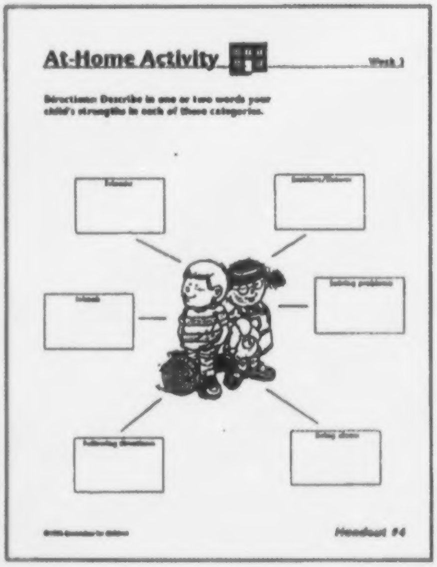
Suggested script

Handout #3 lists the three primary goals of ***Second Step****. We will spend some time looking at the classroom curriculum so that you will see firsthand how the lessons are designed to meet each of these three goals.*

Necessary format	*Suggested script*
Orient participants to the three general areas of *Second Step.*	*Look at the curriculum and notice how it is divided into three sections: Empathy, Impulse Control, and Anger Management. Look for one lesson in each section that particularly appeals to you for whatever reason. Feel free to read or just look over those lessons that look most interesting to you. Keep a record of your concerns, questions, and things that may appeal to you based on what you see.*
BOARD/OVERHEAD 1. Empathy 2. Impulse Control 3. Anger Management	
Discuss participant observations of the curriculum materials.	*Share one thing you like about the curriculum.* *Share one concern or question you have about the curriculum.*
BOARD/OVERHEAD Likes Concerns Questions	
E. Answer parent questions about *Second Step* materials.	*Looking back at the concerns you generated earlier, which ones do you feel are best addressed by the school curriculum?*

Necessary format	*Suggested script*
F. **ACTIVITY** (optional) If you are not viewing the overview video, pick one lesson and teach it to the participants as if they were students and you were the classroom teacher. Recommended lessons for each grade level are listed below: Preschool/Kindergarten Unit 1, Lessons 2 and 3 (Feelings) Grades 1-3 Unit 2, Lesson 10 (Asking for help in a positive way) Unit 3, Lesson 8 (Anger management: Skill review) Grades 4-5 Unit 1, Lesson 13 (Fairness) Unit 2, Lesson 9 (Dealing with fear) Unit 3, Lesson 14 (Dealing with gossip)	*Since most of you have already seen the **Second Step** overview video, I thought you would gain some insight by experiencing an actual **Second Step** lesson. I have picked out a lesson on______________. Your job is to be a class of________________ graders, and I will be the classroom teacher.*

IV. AT-HOME ACTIVITY (5 minutes)

Necessary format	*Suggested script*
A. Introduce the At-Home Activity concept. **Key points:** 1. Practice at home what we have reviewed during the meeting. 2. At-Home Activities are always optional for a family.	*Each week we will ask you to complete an at-home activity. We hope you will use these to practice with your kids at home. Activities are for you to use in whatever way works best for you.*
B. Describe the Week One At-Home Activity.  At-Home Activity Week 1 Handout #4	*This week we would like you to take a look at your child's activities and behavior.* *Describe in one or two words your child's strengths in each of the six categories listed on Handout #4.* *There are enough copies of this handout for you to take extras if you wish to complete the activity with more than one child. I encourage you to begin by doing this, and all the at-home activities, with only one child. It can be hard to keep track of everyone in the family when you are just beginning with the* ***Second Step*** *skills at home.*

41

V. CLOSURE (5 minutes)

Necessary format

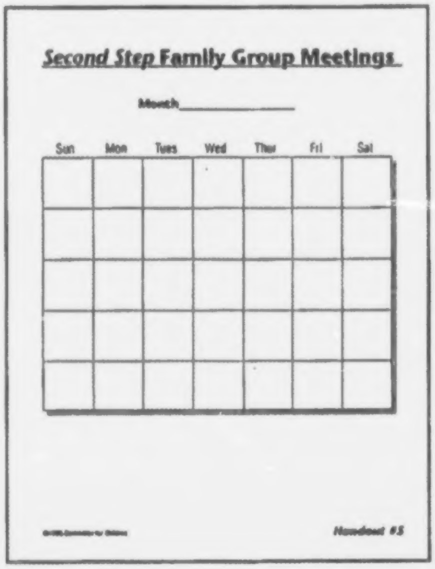
A. Preview upcoming sessions. (Explain the purpose of the next five meetings and let participants know what they will get from each session for improving the quality of their family's life.)

Session 2: Empathy

Sessions 3,4: Impulse Control and Problem Solving

Sessions 5,6: Anger Management

B. Be sure group members know when the group will meet next (write it on the board, refer to Handout #5, tell participants as they leave, etc.).



***Second Step* Family Group Meetings**

Month_____________

Sun	Mon	Tues	Wed	Thur	Fri	Sat

Handout #5

Suggested script

***Second Step** can give your family some tools for helping children with problem solving and getting along better with others. Being good at these things is really the key to being successful in life. Each of the next five sessions will offer another tool for building success.*

Next week we will look at ways to have more caring children. What we learn in the empathy session sets the stage for having a child who argues less, who gets along better with others, and who can begin to think through problems.

*In sessions 3 and 4 we will familiarize ourselves with the problem-solving process taught in **Second Step**. Problem solving can help your family run more smoothly and maybe even decrease the amount of arguing in your home.*

In the final two sessions we will learn about ways to help your children control their anger at home and at school. We all might learn a few things about controlling our own anger as well.

A Family Guide to
Second Step®

Session 2

Empathy: Caring about Yourself and Others

Materials:

- **Name tags**
- **Videotape #2: Empathy**
- **VCR and monitor**
- **Coffee/tea**
- **Agenda #2 (on overhead projector or board)**
- **Handouts (#6, #7, #8, #9, #10, #11, #12)**
- **Extra copies of Week One's At-Home Activity (#4)**
- ***Second Step* classroom curriculum kits (and/or specific lesson)**

Session Goals

- Review Week One At-Home Activity.
- Introduce encouragement and role modeling as two essential parts of parenting.
- Define and review the importance of empathy.
- Present the developmental stages of empathy.
- Identify the components of empathy.
- Practice identifying feelings, listening, "I feel" messages, and if—then statements.
- Distribute Week Two At-Home Activity.

Training Tips

Praise any effort at working on the At-Home Activity. Participants may feel that, unless they do the activity perfectly, it won't count.

Avoid solving parents' problem situations for them. Depending on the issue, ask the participant to share the example during the problem-solving sessions or ask the whole group to offer suggestions ("Let's take two minutes and see if anyone else here has ever successfully dealt with this issue").

The portion of the session devoted to if—then statements is optional and should be presented only if time permits.

When there is a writing assignment such as rewriting "you" messages into "I" messages, and you have non-readers in your group, read the item to the group and ask for volunteers to *restate* the message in the form of an "I" message.

Avoid suggesting in this lesson (or in any lesson) that the *Second Step* skills should *always* be used. For example, if a child is placing her/himself in danger by playing in the street, a parent should probably not say "I feel nervous when you play in the street"; rather, a stern "Get out of the street" would be in order.

There is a lot of important material presented in this session. Carefully review and practice the presentation of these materials. Some facilitators decide to present all the material (including the optional component) over two sessions. Group size, participants' knowledge of empathy, and children's characteristics are all factors to consider when preparing the empathy session.

Agenda 2

1. Week One At-Home Activity Review (10 minutes)

2. How to Get Your Child to Use *Second Step* (10 minutes)

3. Empathy and Identifying Feelings (30 minutes)

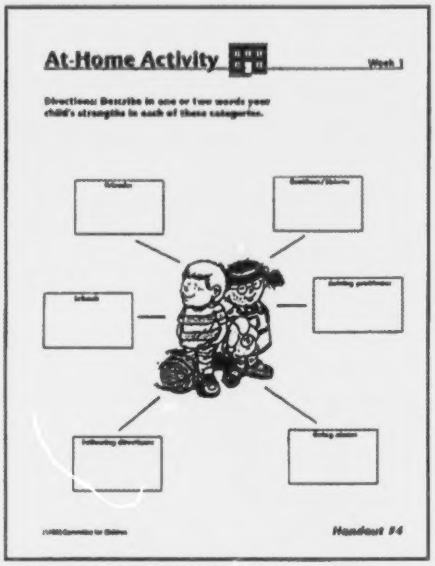
4. Empathy and Listening/Communication (30 minutes)

5. Week Two At-Home Activity (5 minutes)

6. Closure (5 minutes)

Adjust time allotments if conducting a two-hour meeting.

I. AT-HOME ACTIVITY REVIEW (10 minutes)

Necessary format	*Suggested script*
A. Debrief Week One At-Home Activity.	***Debrief Questions*** *If you didn't have a chance to complete the At-Home Activity at home, take a minute now to look at it. You may want to go back later and fill it out more completely.* *1. Does anyone have any general comments about their experience in completing the At-Home Activity?* *2. What did you learn about your child or yourself?* *3. Would anyone like to share the areas where they feel their child has the most strengths?* *4. If you could pick one category for improvement, which would it be? Why?*
B. Distribute blank At-Home Activity sheets to participants who request them.  **At-Home Activity** Week 1 **Directions: Describe in one or two words your child's strengths in each of these categories.** *Handout #4*	

II. HOW TO GET YOUR CHILD TO USE *SECOND STEP*

(10 minutes)

Necessary format	*Suggested script*
A. Introduce the idea of adult modeling and encouragement. BOARD/OVERHEAD Do it yourself Encourage your child	*There are two critical ways in which you can get your children to use the* **Second Step** *skills: (1) do it yourself (which means being a good example); and (2) encourage your child (which means that when you see your child use these skills, compliment or praise her/him).*
B. Review the importance of modeling. **Key points:** 1. What a role model can do 2. Where good role models come from	*There is a lot of evidence that suggests the easiest and quickest way to change a child's behavior is to be a good role model. Unfortunately, too many models come from TV, which tends to glorify violence and inappropriate behavior. Good modeling needs to come from school and home. That is why* **Second Step** *emphasizes that teachers and parents need to be good models for kids. Children will imitate adult actions, especially if the adult encourages a child's attempts at using new, more positive ways of interacting.*

Necessary format	*Suggested script*
C. Provide several examples or ask the group if they have seen this happen with their own children. Or, ask the group if there have been times their children modeled their "not so good" behavior.	*Does anyone have an example of her/his child modeling someone else's behavior?* *Could someone share an example of a time your child modeled your "not so good" behavior?*
D. Review the importance of encouragement. **Key points:** 1. Praise 2. Natural rewards/reinforcement	*Your encouragement and praise are essential when it comes to building your child's self-confidence and her or his ability to be successful in social situations. Let your children know when they do something you like. Be specific about what your child has done well and let her or him know how that makes you feel. Some parents feel that it's a jinx to be positive with their kids or that their children do not appreciate their encouraging words. This is simply not true—your positive words do make a difference to your child, no matter what else a child says.*

Necessary format	Suggested script
E. Provide several examples of natural reinforcement or ask the group if they have seen this happen with their own children.	*After you praise your children for a while, they will begin to be rewarded more naturally. Natural rewards happen when something good occurs in your child's world because of her/his behavior or actions. For example, if your daughter asks her brothers in a nice way, when they aren't busy, to play catch with her, and they say yes, she has received natural reinforcement because she got what she wanted. When children recognize natural reinforcement, they become less dependent on adults for praise, approval, and rewards and they develop greater self-confidence. They will use the positive skills because they work.*
F. Conclusion	*These two concepts (doing it yourself and encouragement) will be brought up in every session because they set the stage for getting kids to use more positive behaviors.*

III. EMPATHY AND IDENTIFYING FEELINGS (30 minutes)

Necessary format	*Suggested script*
A. **ACTIVITY**	*What does the word "empathy" mean to you? Just say anything that comes to mind.*
Ask participants: "What does empathy mean to you?"	
(Consider breaking group into smaller groups first, then have the small groups come together. If you do this, have paper and pens for small groups to record responses.)	
1. Have the group brainstorm responses.	
2. Record responses on the board, being sure to include:	
a. Identify others' feelings. b. Understand others' feelings. c. Show understanding towards others.	
BOARD/OVERHEAD Empathy is:	

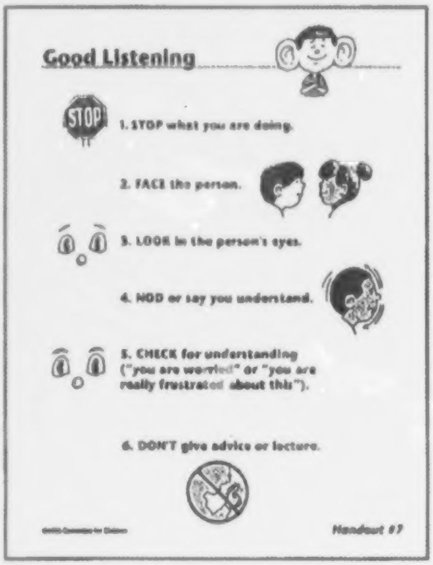
Necessary format	Suggested script
3. Provide an overview of the three empathy components. a. Identify own feelings. b. Identify others' feelings. c. Understand others' feelings.	*Empathy is an important tool that will help lead your child towards success in life. Children are not born with empathy. They must learn this skill just like they would learn to read or ride a bike. Without the ability to identify and understand others' feelings, children cannot show understanding and caring towards others. In order to empathize with another person, a child must be able to see a situation from another person's point of view. Without good empathy skills, most children cannot be good problem solvers or deal with anger well.*
B. Discuss the importance/role of empathy. **Key points:** 1. Difficulties children can have with empathy skills 2. First step in helping kids be more caring and independent people	*It is often very difficult for children to look beyond themselves and their own needs. Kids who show empathy for others feel better about themselves, have more friends, get into fewer fights with friends and siblings, and in general are more caring people.*
C. Present examples of specific lessons from the *Second Step* classroom curriculum (optional). Recommended lessons include: Preschool/Kindergarten Unit 1, Lessons 2, 3, 4 (Feelings)	*This is the kind of lesson taught to kids in the empathy section of the classroom curriculum. The goals are to get kids to pay more attention to their feelings and the feelings of others. Empathy is the basis of becoming a more caring and compassionate person.*

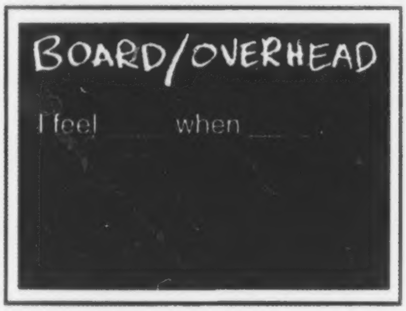
Necessary format	*Suggested script*
Grades 1-3 Unit 1, Lesson 6 (Predicting feelings) Grades 4-5 Unit 1, Lesson 8 (Predicting feelings) Unit 1, Lesson 4 (Conflicting feelings)	
D. **ACTIVITY** (optional) Ask participants to think about a situation in which their child might feel both emotional and physical stress. Model this activity by thinking of a child you know and her/his reactions to stress. Role-play the situation and the child's reactions. Then ask participants to do the same. (NOTE: Some groups are not ready to do this role play. Consider asking participants to just think about their child's reaction, or have them role-play with just one other person. Review the role-play section in the introduction to this manual.)	*Think about a time when your child experienced a good deal of stress. Examples might include the first day of a new school year, or maybe a time s/he knew s/he was getting a shot, or a time s/he was concerned about her/his absent parent.* *Describe the situation and show us your child's behavior or tell us what you think s/he was thinking or feeling.* *It is important to think about how kids might feel in difficult or stressful situations. It is very easy to dismiss our children's feelings as unimportant, but how they feel dictates how they act. It certainly doesn't mean that you, as parents, need to change how you react to them in the situation.*

Necessary format	*Suggested script*
E. Provide a developmental progression of empathy (Handout #6). (NOTE: For nonreaders, do not distribute this handout. Describe the developmental stages and/or rewrite some of the information on the board or overhead.) **Kids Who Care** Handout #6	*Children develop empathy skills at different rates, but it is sometimes helpful to know what are reasonable expectations. Keep in mind that many factors will influence a child's development and that it is not uncommon for kids to fall back a stage or jump forward. If your child has recently experienced a change or had a particularly unhappy experience, you would expect her/him to cope by moving back a level or two.*
F. Introduce and show the first two vignettes on videotape #2 (Empathy) with discussion between each one. 1. Introduce vignette on identifying feelings (show tape to first PAUSE sign—approximately 3 minutes).	*You are about to see one father help his child identify feelings, a very important empathy skill. Look for ways he praises his daughter's attempts and models the skill.*

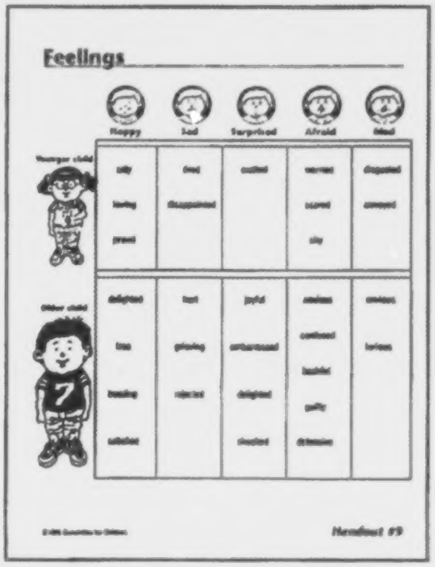
Necessary format	Suggested script
2. Debrief vignette.	***Debrief Questions*** *1. What kind of questions did the father ask to help his daughter talk more about the characters' feelings in the story?* *2. Can anyone give an example of a time or situation that would lend itself to helping your child identify her/his feelings?*
3. Introduce second empathy vignette (show tape to second PAUSE sign—approximately 5 minutes).	*In this scene a parent first tries to ignore her son's feelings, which leads to both of them feeling unhappy and angry. The scene is played again, and the mother uses empathy skills to help her son recognize and verbalize his own feelings. You saw this family in the same situation in last week's tape.*
4. Debrief vignette.	***Debrief Questions*** *1. What stood out as something Danny's mother did that led to both of them feeling angry and unhappy?* *2. What did Danny's mother do to get him to share his feelings with her?* *3. Do you have any idea why when Danny said, "I feel it's unfair," the mother asked him again how he was feeling?* *4. What did Danny's mother do to model empathy?* *5. It is sometimes hard to listen to our kids' feelings. Why do you think this is?*

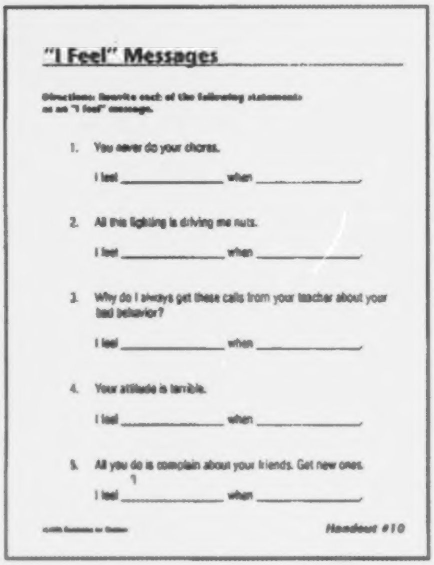
IV. EMPATHY AND LISTENING/COMMUNICATION (30 minutes)

Necessary format	*Suggested script*
A. Discuss the importance of listening. **Key points:** 1. Easy way to improve family communication 2. Takes practice 3. Long-term benefits	*Why is listening important?* *Poor communication and poor listening is a common way of life for many families. The easiest way to improve communication in your family, though, is to improve listening. Listening, especially without lecturing or criticizing, is really difficult. Listening to our own children talk about their daily activities, fights with friends, or silly concerns about how they look can get old. But if we listen now, we greatly increase the chances of our teenagers coming to us with more serious problems later instead of turning to drugs, sex, gangs, etc. Listening does take practice!*
B. Brainstorm positive listening skills (refer to Handout #7).  **Good Listening** 1. STOP what you are doing. 2. FACE the person. 3. LOOK in the person's eyes. 4. NOD or say you understand. 5. CHECK for understanding ("you are worried" or "you are really frustrated about this"). 6. DON'T give advice or lecture. *Handout #7*	*Effective listening might look different in every home. For example, in some homes, looking in the person's eye is extremely important. In other homes (because of family history or family culture) this might be considered rude. Could people share with us their beliefs about what effective listening is? Feel free to cross out or add to the list of listening skills found on the handout.*

Necessary format	*Suggested script*
C. Role-play listening (use Handout #8). **Listening** **Role Plays** **Directions:** One person should play the role of the child, while the other practices "good listening." *Handout #8*	*We are going to try role plays now. First, I will demonstrate a role play and then you will divide into groups of two or three and practice a few. One of you will play the role of a parent, and the other will play the role of your child. When you are the child, talk about things your child would talk about. When you play the role of the parent, try to practice the skills we talked about; just listen and don't try to solve the problem. This will give you a chance to see what skills will work best for you and to ask questions if you have any. This may feel uncomfortable to you at first, but it really helps to practice, and will become more enjoyable with time.*
D. Point out that listening may not always be the appropriate thing to do.	*Listening is not always appropriate. For example, it is not usually called for when it is midnight before a school day and your 10-year-old is complaining about having to go to bed.*
E. Introduce "I feel" messages.  BOARD/OVERHEAD I feel ____ when ____.	*Encouraging and modeling good listening is extremely important if parents are to have an impact on their children's behavior. Along with listening, the use of "I feel" messages is important in influencing children.*

Necessary format	*Suggested script*
1. Define and give several examples of "I feel" messages.	*An "I feel" message lets children know exactly how their behavior affects you.*
2. Motivate participants to try using "I feel" messages.	*Children will be able to use their listening skills if we communicate our feelings through "I feel" messages. Children will get along with their friends and siblings if they communicate their own feelings and intentions through "I feel" messages that do not blame the other person.*
3. Review importance of practicing this skill at home.	*This kind of language is not meant to replace the way your family communicates; rather, these are tools kids can use to help them get along with other kids at home and at school. Having your kids practice the language at home will increase the chance of them using it with others.*
4. Contrast "I" messages with "you" messages.	*An "I feel" message tells children exactly how their behavior affects you. If we use "I feel" messages, children are less likely to feel attacked and more likely to listen and change their behavior. A "you" message ("You are so lazy" or "When are you going to get better grades?") will usually cause a child to argue and talk back.*
F. Show videotape #2 (Empathy) through to the end (4 minutes).	*In the first vignette, watch how the grandmother uses "you messages." In the second vignette, the grandmother is able to gain her granddaughter's cooperation in the second scene after she uses "I feel" messages.*

Necessary format	*Suggested script*
G. Debrief the tape.	*In the video we saw Christina's grandmother use "I feel" messages. She did a nice job letting Christina know how she felt without putting her down or starting a big fight. Instead of saying "I feel angry when you ignore me," she said "I don't like being ignored. I feel angry when the house is a mess."* ***Debrief Questions*** *1. What were your impressions of how this worked?* *2. Can you think of ways you might use "I feel" messages in your home (you might not say the exact words "I feel")?*
H. Encourage participants to expand their feeling vocabulary. Refer to Handout #9 (optional handout).  **Feelings** Happy Sad Surprised Afraid Mad *Handout #9*	*Children need to be able to name a wide variety of feelings. It is important to try to get children to identify more than just "I feel mad" or "I feel sad." The handout reviews lots of different words that can describe slightly different feelings. Help your child put the right word to her/his feeling.* *"I feel" messages are not easy to learn and can sometimes be used inappropriately. They take time and practice and may feel unnatural at first. Later we will ask you to give it a try just this week and to look for responses from your children, your spouse, your co-workers, and your neighbors.*

Necessary format	*Suggested script*
I. **ACTIVITY** Have participants work in pairs to rewrite (or restate) several emotionally laden statements using "I feel" statements (use Handout #10). 	*Let's take a few minutes to rewrite (restate) these statements. These statements are things a parent might say to her/his child. How could you say something similar using an "I feel" message? Remember, try to keep the word "you" out of your message.*
J. Introduce if—then statements (optional). **Key points:** 1. How if—then statements fit with empathy 2. The important role families play 3. How if—then statements teach children to predict others' feelings	*Children who are caring and understanding are able to predict how another person might feel if something happens to her/him. This is a difficult skill for young children to learn and that is why your role is critical.* *If—then statements teach children to predict feelings of others and that what they do will affect other people. Understanding cause and effect is very important for learning how to solve problems. Teaching cause and effect can be tricky.*

"I Feel" Messages

Directions: Rewrite each of the following statements as an "I feel" message.

1. You never do your chores.

I feel __________ when __________.

2. All this fighting is driving me nuts.

I feel __________ when __________.

3. Why do I always get these calls from your teacher about your bad behavior?

I feel __________ when __________.

4. Your attitude is terrible.

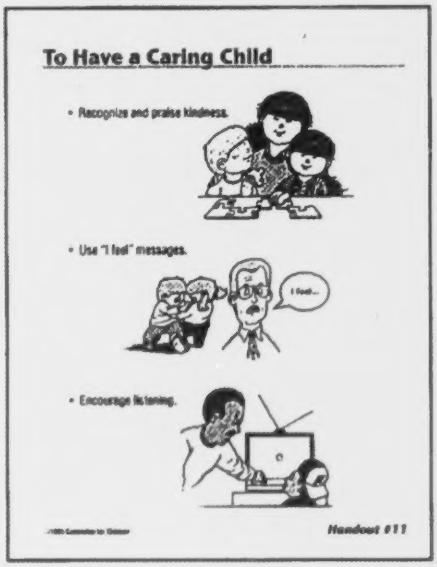
I feel __________ when __________.

5. All you do is complain about your friends. Get new ones.

I feel __________ when __________.

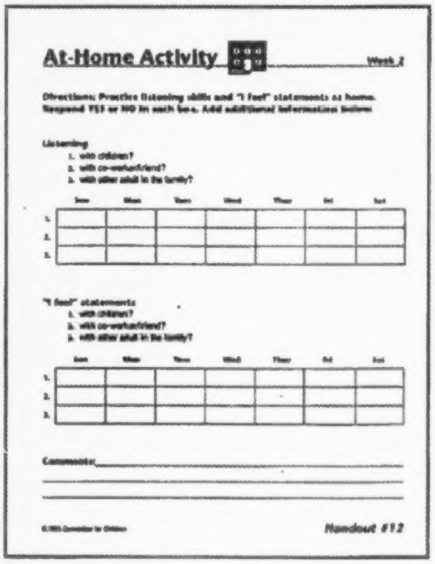
Handout #10

Necessary format	*Suggested script*
4. Provide several examples.	*For a preschooler, you might say "If you pull the kitty's tail again, then the kitty might feel very mad." Or to an older child, "If you have three friends over and your sister has no one to play with, then how might she feel?"*
K. **ACTIVITY** (optional) Give participants a scenario and have them generate if—then questions to ask their children. Start them with the first one.	
BOARD/OVERHEAD 1. IF you grab the car, THEN how might Riley feel? 2. 3.	*Let's say your child, Derrick, is playing with Riley. Derrick wants the truck Riley is playing with. What could you ask Derrick so he could solve his own problem?*
BOARD/OVERHEAD 1. IF Marc is shy, THEN how might inviting friends over work out? 2. 3.	*Your daughter's cousin, Marc, has just come to visit for a week. Marc hasn't any brothers or sisters and often plays alone. He is very shy. Your daughter, Sophie, is telling Marc that she wants to invite a bunch of her friends over to introduce them to him. How could you help your daughter work through this?*

Necessary format	*Suggested script*
L. Provide a list of strategies participants can use at home to increase empathy in their children (distribute Handout #11).  **To Have a Caring Child** • Recognize and praise kindness. • Use "I feel" messages. • Encourage listening. *Handout #11*	*This handout provides a list of ideas for getting children to be more caring. We have talked about or seen each of these demonstrated. Let me call your attention to the first one: Recognize and praise kindness. Praise even your child's smallest acts of kindness. If you wait for a big heroic gesture from your child, it may never come!*

IV. AT-HOME ACTIVITY (5 minutes)

Necessary format



At-Home Activity Week 2

Directions: Practice listening skills and "I feel" statements at home. Respond YES or NO in each box. Add additional information below.

Listening
1. with children?
2. with co-worker/friend?
3. with other adult in the family?

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
1.							
2.							
3.							

"I feel" statements
1. with children?
2. with co-worker/friend?
3. with other adult in the family?

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
1.							
2.							
3.							

Comments:

Handout #12

Suggested script

In this week's At-Home Activity, we would like you to keep track of times you use "I feel" statements. Complete this activity in a way that works best for your family. Maybe you will fill out the entire sheet. Maybe you will hang it on the fridge as a reminder.

V. CLOSURE (5 minutes)

Necessary format	*Suggested script*
A. Review this session.	***Possible Questions*** *1. What is the most useful thing you learned in today's session?* *2. How can you incorporate it in your daily life?* *3. How will this skill (empathy) help you and your child in the years to come?* *4. What would you change about this session?*
B. Preview upcoming sessions.	*Next week the topic will be impulse control. This means getting your children to slow down, think, and not do the first thing that pops into their heads. The next two sessions are probably the most important skills your child can learn if s/he is to be independent and successful in life.*

A Family Guide to Second Step®

Session 3

Impulse Control: Thinking before You Act

Materials:

- **Name tags**
- **Videotape #3: Impulse Control**
- **VCR and monitor**
- **Coffee/tea**
- **Agenda #3 (on overhead projector or board)**
- **Handouts (#13, #14, #15, #16, #17)**
- **Extra copies of Week Two's At-Home Activity (#12)**
- ***Second Step* classroom curriculum kits (and/or specific lesson)**

Session Goals

- Review Week Two At-Home Activity.
- Introduce impulse control and problem solving.
- Discuss the developmental stages of problem solving.
- Present examples and practice Step 1 of problem solving.
- Present examples and practice Step 2 of problem solving.
- Review the guidelines for evaluating solutions.
- Distribute Week Three At-Home Activity.

Training Tips

Copy the pages of role plays (Handout #16), cut them up, and put them in a container prior to this session. For the role-play activity have participants draw out one role play from the container and practice that situation.

Be sure to read the problem statements or role plays if you have nonreaders in your group.

Some parents and/or caregivers may have difficulty with the idea of including their children in the problem-solving process. Many parents want control in their parenting and feel uncomfortable giving it up. Remind parents that they should not problem-solve all issues. Some situations demand immediate action on the part of the parent, but there may be other areas they could negotiate with their child. Children need to learn to problem-solve on their own. Parents will not always be there.

In the school curriculum, children learn about the "think out loud" technique. Be familiar with this since participants may have questions about what it is and why it is taught in the school curriculum.

Agenda 3

1. Week Two At-Home Activity Review (10 minutes)
2. Impulse Control and Problem Solving (20 minutes)
3. Presentation and Practice of Problem Solving (50 minutes)
4. Week Three At-Home Activity (5 minutes)
5. Closure (5 minutes)

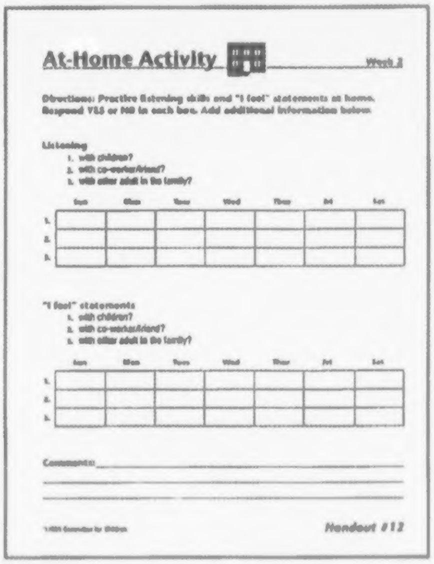
Adjust time allotments if conducting a two-hour meeting.

I. AT-HOME ACTIVITY REVIEW (10 minutes)

Necessary format	Suggested script

A. Debrief Week Two At-Home Activity.

B. Distribute blank At-Home Activity sheets to participants who request them.



At-Home Activity Week 2

Directions: Practice listening skills and "I feel" statements at home. Respond YES or NO in each box. Add additional information below.

Listening
1. with children?
2. with co-worker/friend?
3. with other adult in the family?

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
1.							
2.							
3.							

"I feel" statements
1. with children?
2. with co-worker/friend?
3. with other adult in the family?

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
1.							
2.							
3.							

Comments:

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Handout #12

Debrief Questions

1. *From the At-Home Activity or just from what you know about your child, when are the easiest times to listen to her/him?*
2. *From the At-Home Activity or just from what you know about your child, what would you say your child needs to learn about listening?*
3. *What did you learn about your own listening style?*
4. *Were you able to use "I feel" messages? What happened and how did you feel about using them?*
5. *Did anyone try "I feel" messages with someone outside your family? How did it go?*
6. *Tell us about using "if—then" statements with your children.*

Necessary format	*Suggested script*
C. Present examples of listening lessons from the *Second Step* classroom curriculum. Recommended lessons include: Preschool/Kindergarten Unit 1, Lesson 10 (I feel . . . when . . . .)—Play the song, "How I Feel" Grades 1-3 Unit 1, Lesson 7 (Communicating feelings) Unit 1, Lesson 15 (Active listening) Grades 4-5 Unit 1, Lesson 14 (Active listening)	*Kids who are good listeners are better students, make more lasting friendships, and generally will cause you to be a happier parent!* *If you are tired of children who whine, try getting them to use "I feel" messages.* *I want to share with you an example of a* ***Second Step*** *lesson focused on Empathy.*
D. Make transition from Empathy to Impulse Control.	*Understanding, communicating, and predicting feelings form the foundation for helping kids solve problems and be successful with friends and at school. Empathy, tuning into one's own feelings and the feelings of others, helps kids slow down and think.*

II. IMPULSE CONTROL AND PROBLEM SOLVING (20 minutes)

Necessary format

A. Introduce impulse control and problem solving.

BOARD/OVERHEAD

Impulse Control
Problem Solving

Key points:

1. Impulse control means avoiding thoughtless and impulsive behavior so we can problem-solve.
2. Impulse control means delaying our initial reactions and using problem solving.

Suggested script

Most children could benefit by learning to slow down and think through options when faced with difficult situations or problems. (In fact, we probably all could benefit if we slowed down!)

Using good problem-solving skills and controlling our first impulses is a big part of ***Second Step****, but it can be hard to do at first. That is why practicing at home is so important.*

Some parents use problem-solving techniques very formally, as in a family meeting. Other parents use them informally when talking with their kids about day-to-day issues. During the next two meetings we will practice using problem solving in both ways.

You also will learn how to get your kids to practice using the solutions they choose so when they are in "real-life" situations they will know what to say and how to act.

Necessary format	*Suggested script*
B. **ACTIVITY** Ask participants to brainstorm how they now help kids solve problems. Write responses on the board/overhead. BOARD/OVERHEAD Kid's Problems: Include in responses: 1. Ignore. 2. Solve it for them. 3. Yell. 4. Deal with the problem yourself. 5. Teach them how to solve the problem.	*I want to make a list of how all of you currently help your kids solve problems.*
6. Tell them how to solve it.	*All these can work in getting kids to solve problems. You may find yourself using each of these strategies from time to time. Most parents want to be in control and at the same time to help kids solve problems. Only one of these strategies helps kids learn to deal with their own problems and teaches more independence. Remember, the time you spend helping kids learn these problem-solving skills now will most likely mean a lot less time bailing kids out of trouble as teenagers.*

Necessary format	*Suggested script*
C. **ACTIVITY** Ask participants why they think kids should learn to solve their own problems. Write responses on the board/overhead. BOARD/OVERHEAD Learning to solve their own problems will help kids: 1. 2. 3. Include in responses: 1. Solve problems when their parent isn't around. 2. Become more responsible teenagers and adults.	*Why do you think it would be important to teach children to solve their own problems?*
3. Have higher self-esteem.	*I hope this helps motivate you to try to get your children to begin solving their own problems. Of course, not all problems are open to problem solving, but there are lots of times every day when our kids could learn to solve their own problems: from what they will wear to school that day, to figuring out who gets to pick the TV show, to how they plan to get their chores done on time.*

Necessary format

D. Review developmental expectations for kids using problem solving (refer to Handout #13).

(NOTE: For nonreaders, do not distribute this handout. Describe the developmental stages and/or rewrite some of the information on the board or overhead.)

Kids Solving Problems

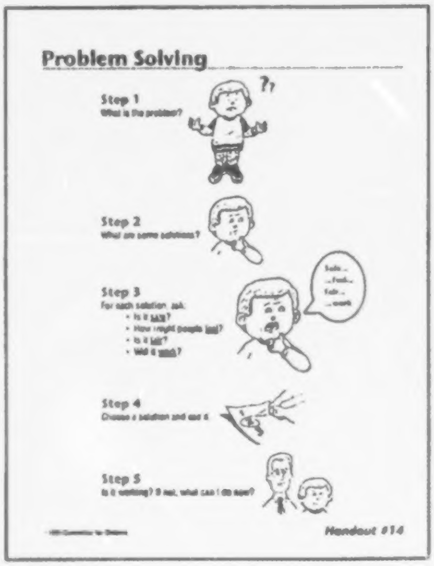
Handout #13

Suggested script

Children develop problem-solving skills at different rates, but it is helpful to know what are reasonable expectations. Keep in mind that many factors will influence children's development and that it is not uncommon for kids to fall back a stage or jump forward. If your child has recently experienced a change or particularly unhappy experience, you might expect her/him to cope by moving back a level or two.

Necessary format

E. Provide a brief overview of problem-solving steps (use Handout #14).



Problem Solving

Step 1
What is the problem?

Step 2
What are some solutions?

Step 3
For each solution, ask:
- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

Step 4
Choose a solution and use it.

Step 5
Is it working? If not, what can I do now?

Handout #14

?
Safe...
...Feel...
Fair...
...work

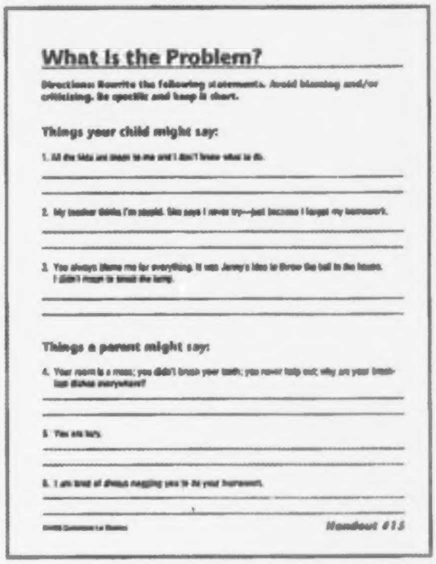
Suggested script

These are the problem-solving steps taught in ***Second Step*** *for grades 1 through 5. Preschoolers and kindergartners learn very similar steps, except they are written in a somewhat simpler way.*

We will be practicing each of these steps separately, but we wanted you to see them all put together first. These are the same steps your child is learning at school. The steps are written in the form of questions for you to ask and your child to answer.

III. PRESENTATION AND PRACTICE (50 minutes)

Necessary format	*Suggested script*
A. Introduce and show videotape #3 (Impulse Control) to the first PAUSE sign (8 minutes).	*Today's video will show you how problem solving can be used in helping kids deal with day-to-day problems (like fights between brothers and sisters). This scene is a review from the first week's tape. This time, the problem-solving steps will be highlighted as they are being applied. Pay close attention to how the father gets his children to say what the problem is and how he encourages them to think of lots of different solutions to their problem.*
B. Debrief the tape.	***Debrief Questions*** *Before we go over each problem-solving step and how it was applied in the video, are there any questions, impressions, or comments about this scene with Regina and Nicky and their father?* *You can see that problem solving does take time, but what do you think would have happened for this family had the father not taken the time to problem-solve with his daughters?*

Necessary format	*Suggested script*
C. Step 1: What is the problem? **Key points:** 1. Problem statements should not blame or contain a solution. 2. Problem statements should be neutral (contain facts and both points of view).	*The first step, stating what the problem is, is important because it sets the tone for the discussion. If the problem is stated without blaming, it will encourage people to participate and cooperate. It is important to make the statement as neutral as possible. Remember how the father said, "Just the facts, please." Allow everyone involved to state the problem from her/his point of view.* *Does anyone recall how the father in the tape had Regina and Nicky state the problem?*
D. **ACTIVITY** Have participants rewrite (or restate) emotional family-centered or child-centered problem situations (use Handout #15).  **What Is the Problem?** **Things your child might say:** **Things a parent might say:** *Handout #15*	*Try rewriting (or restating) each of these problem statements without placing blame or suggesting a solution. It's harder than it sounds! We can share ideas when you have finished.*

Necessary format	*Suggested script*
E. **ACTIVITY** (optional) After modeling this role play, have participants sit back-to-back with one other person in the group. Ask them each to state one problem they would like to bring up with their child. Have the person who is listening give feedback on the statement's neutrality, clarity, and simplicity.	*Stating the problem in a neutral way is just about the hardest part of problem solving, but if you can do it without blaming or being critical, the rest of the process almost always goes smoothly. We will take a few minutes now to practice making neutral problem statements.*
F. Step 2: What are some solutions? **Key points:** 1. Define "brainstorming." 2. Explain how to encourage many different ideas for possible solutions. 3. Review the Dos and Don'ts for brainstorming. BOARD/OVERHEAD Brainstorming DO • stay calm • be specific • generate as many solutions as you can DON'T • evaluate too soon • defend your actions • bring up the past • stop, just because a solution sounds good	*The goal for Step 2 is to generate as many solutions as possible, without criticizing or picking a solution. This is called "brainstorming." Evaluating and choosing a solution will come later in Step 3. Lots of "Uh-huhs" and saying "That's one idea, what's another one?" are good ways to keep kids generating ideas. If your child can't think of a solution, it is OK for you to offer ideas, as well. Being playful or silly as you generate solutions often works to get kids to participate.* *During brainstorming it is important to remember a few dos and don'ts. I'll write them on the board to make it easier. Stop me if you have a question.*

Necessary format	Suggested script

G. **ACTIVITY**

Have participants role-play Step 2 (getting kids to brainstorm). Use the problem statements in Handout #16 to get started. Ask for volunteers to show the group their role play if time permits.

What Are Some Solutions?

Role Plays

Directions: One person in each group should play the role of the parent and help the child brainstorm solutions to her/his problem. Remember, it is okay for the parent to offer solutions.

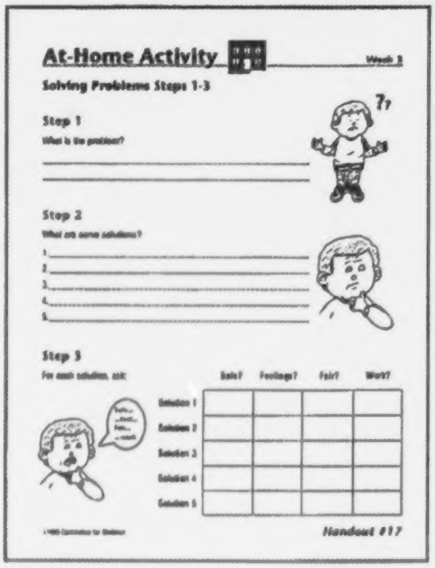
1. Child: "I'm bored."
2. Child: "My grade is probably going to be bad in math again."
3. Child: "I want to go to Sherry's house, but I still have all my chores to do."
4. Child: "She won't let me play."

Handout #16

On this handout are problem statements kids have made to their parents. Break into groups of two or three and have one person play the role of the parent, while the other is the child. The parent should help the child brainstorm possible solutions to the problem. The person playing the parent can also offer possible solutions. I'll be interested to hear how it goes when you have both tried being the parent.

Necessary format	Suggested script
H. Step 3: For each solution ask: Is it safe? How might people feel? Is it fair? Will it work?	
1. Review the guidelines for evaluating solutions.	*The two main guidelines for evaluating solutions are: first, keep it as simple as possible so your kids won't be confused; and second, use the four simple evaluation questions.*
BOARD/OVERHEAD Evaluating Solutions: Safe? Feelings? Fair? Work?	
2. Provide several examples so participants know how to use evaluation questions.	*Let's say a child brainstorms the solution of calling a friend to talk about an argument at school. Ask your child: Is it safe/would anyone be hurt? How might your friend feel if you call? Is this fair to both of you? Do you think calling would work?*
3. Explain how evaluation questions can support each family's own values.	*The four evaluation questions can support each specific family's values. For example, if not doing a chore is not a choice in your family, then it would be eliminated as a possible solution when you asked the question "Is it fair?" (No, because in our family everyone needs to do chores.) Maybe there are other evaluation questions your family would add to this list. Can anyone think of a question they might want to add?*

IV. AT-HOME ACTIVITY (5 minutes)

Necessary format	*Suggested script*
	*This week we are going to ask you to practice just Steps 1, 2, and 3 of problem solving.* *Try doing it like Regina and Nicky's father. There is a form to keep track of what happens, but you may decide not to complete it. It is OK to use a made-up problem with your kids just to practice the three steps. Remember, this problem-solving process works with co-workers, friends, husbands, and wives, as well as kids. You may do this week's At-Home Activity with any of these people.*

At-Home Activity Week 3

Solving Problems Steps 1-3

Step 1

What is the problem?

Step 2

What are some solutions?

1.

2.

3.

4.

5.

Step 3

For each solution, ask:

	Safe?	Feelings?	Fair?	Work?
Solution 1				
Solution 2				
Solution 3				
Solution 4				
Solution 5				

Handout #17

V. CLOSURE (5 minutes)

Necessary format	*Suggested script*
A. Review this session. **Key points:** 1. Review with participants the pieces of the problem-solving process discussed today. 2. Refer participants to Handout #14 which lists *all* the problem-solving steps. 3. Remind participants of the important role of modeling and encouragement. 4. Ask about how problem solving can help in the future and if any changes to this session are needed (optional).	*Today we discussed only the first three steps in problem solving. Since each step is critical, we want you to be familiar with and practice each one individually. Look back at Handout #14 to see where we are in learning all five steps in the process.* *Remember that learning the steps is important, but the best way to get your kids to be better problem solvers is for them to watch you use the steps and for you to encourage them if they try out one of the steps, even if this effort is not that successful. Mistakes are a very useful part of the learning process, so anything you can do to encourage your children would be great.* ***Optional Questions*** *1. How will this skill (problem solving) help you and your child in the years to come?* *2. What would you change about this session?*
B. Preview upcoming sessions.	*Next week we will move to Steps 4 and 5 of the problem-solving process and see how problem solving can be used in a more structured way.*

A Family Guide to
Second Step®

Session 4

Solving Problems

Materials:

- **Name tags**
- **Videotape #3: Impulse Control**
- **VCR and monitor**
- **Coffee/tea**
- **Agenda #4 (on overhead projector or board)**
- **Handouts (#18, #19, #20, #21, #22, #23)**
- **Extra solving problem worksheets (#19)**
- **Extra copies of Week Three's At-Home Activity (#17)**
- ***Second Step* classroom curriculum kits (and/or specific lesson)**
- **Problem-Solving Magnets for each family**

Session Goals

- Review Week Three At-Home Activity.
- Introduce and practice Steps 4 and 5 of problem solving.
- Demonstrate breaking down a solution into doable steps.
- Distribute problem-solving magnets.
- Practice entire problem-solving process on solving problems worksheet.
- Demonstrate using problem solving in a family meeting format.
- Distribute Week Four At-Home Activity.

Training Tips

During group practice use sample problems that make sense to your participants. For example, if you have a family with mostly very young children, use sample problems such as not following directions or not picking up toys. For older children, examples might include not completing homework or leaving the house without permission.

Every family has rules and routines that are non-negotiable. Make participants aware, however, that as children grow and change, minor negotiations may be in order. When a parent can be flexible, it teaches children to make changes through cooperation rather than misbehavior.

If a child does not comply with the agreed-upon solution, a parent should check her/himself to be sure s/he is encouraging all efforts towards change. When the parent gets back together with her/his child (Step 5) s/he should try a different solution.

In the beginning, problem solving may seem to take a lot of time, but let families know that in the long run, it takes less time than hassling and dealing with continuous problems or misbehavior. Problem solving should be seen as an opportunity for parents to encourage children's cooperation and creativity.

Family meetings are not for everyone, but encourage participants to give it a try this week. They (and you) may be surprised at how well it can fit into many families.

Agenda 4

1. Week Three At-Home Activity Review (15 minutes)

2. Problem Solving (45 minutes)

3. Problem Solving in Family Meetings (20 minutes)

4. Week Four At-Home Activity (5 minutes)

5. Closure (5 minutes)

Adjust time allotments if conducting a two-hour meeting.

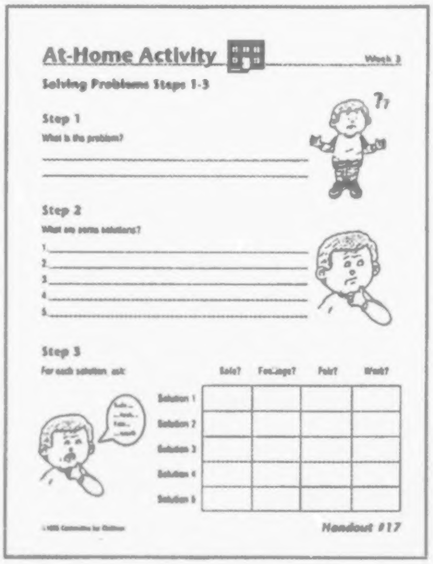
I. AT-HOME ACTIVITY REVIEW (15 minutes)

Necessary format	Suggested script

Necessary format

A. Debrief Week Three At-Home Activity.

B. Distribute blank At-Home Activity sheets to participants who request them.



At-Home Activity Week 3

Solving Problems Steps 1-3

Step 1

What is the problem?

Step 2

What are some solutions?

1.
2.
3.
4.
5.

Step 3

For each solution, ask:

	Safe?	Feelings?	Fair?	Work?
Solution 1				
Solution 2				
Solution 3				
Solution 4				
Solution 5				

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Handout #17

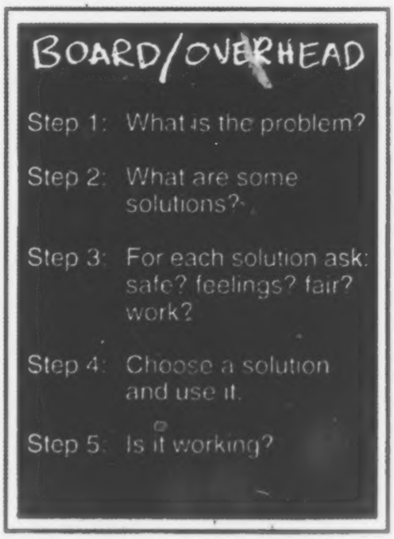
Suggested script

Debrief Questions

1. *Would anyone like to share how using the first three steps of problem solving went with her/his child?*
2. *What kinds of problems did you problem-solve?*
3. *If you were not able to complete the At-Home Activity, with what kinds of problems might you have tried, using the steps?*
4. *Did anyone try to problem-solve with someone besides her/his child? How did that go?*
5. *Regardless of whether you completed the At-Home Activity, how can you stop yourself from picking a solution too soon?*

Necessary format	*Suggested script*
C. Review importance of sharing during At-Home Activity review.	*We all struggle with these new skills. It is important to share our problems and successes with using the new skills at home so that others may get ideas for how to make it work for themselves. We certainly don't expect you to use the new skills perfectly. It takes a lot of practice to get used to using things like "I feel" messages and problem solving. In fact, these new words are not meant to replace your "family language."* ***Second Step*** *just offers additional skills and alternative words to add to your existing family language.*
D. Present examples of specific lessons from the *Second Step* classroom curriculum. Recommended lessons include: Preschool/Kindergarten Unit 2, Lessons 2, 3, 4 (the first 3 steps) Grades 1-3 Unit 2, Lesson 9 (the first 3 steps) Grades 4-5 Unit 2, Lesson 4 (the first 3 steps) Unit 2, Lesson 5 (the first 3 steps)	*It might be helpful to see how your children are taught the first three steps of problem solving in the classroom. Usually students learn the steps over a much longer time period then we have. Students practice putting the steps together in review lessons at different points in the curriculum. For example, in this lesson...*

II. PROBLEM SOLVING (45 minutes)

Necessary format	***Suggested script***
A. Review problem-solving steps (write the steps on the board or use an overhead).  BOARD/OVERHEAD Step 1: What is the problem? Step 2: What are some solutions? Step 3: For each solution ask: safe? feelings? fair? work? Step 4: Choose a solution and use it. Step 5: Is it working?	*Let's look at all five problem-solving steps. We practiced the first three last week. Step 4, choose a solution and use it, comes after you ask the four evaluation questions. Teachers sometimes ask kids, "given what you just learned about each of the possible solutions, which one do you want to try?" After they choose a solution, be sure to pick a time to see if it's working (Step 5). It might be the next day or it might be in a week. What is important is that kids learn to try something else if their first solution doesn't work.*
B. Step 4: Choose a solution and use it. **Key points:** 1. Children's choice 2. Teaching social skills	*Older children will usually be able to pick a reasonable solution once they ask themselves the evaluation questions. Younger children (and sometimes older ones) may not pick a great solution. What we are trying to teach is simply trying out a solution. It doesn't matter if it is the "best." Sometimes kids will need help or coaching to try out their solution of choice.*

Necessary format

BOARD/OVERHEAD

1. Choose a good time.
2. Look at the teacher.
3. Say, "I don't understand how to do this division, can you help me?"

Suggested script

You can help your child break down a solution into doable steps (two or three) and then practice these steps with her/him. For example, if your child decides to talk to her/his teacher about a poor grade, s/he may need to:

1. Choose a good time.

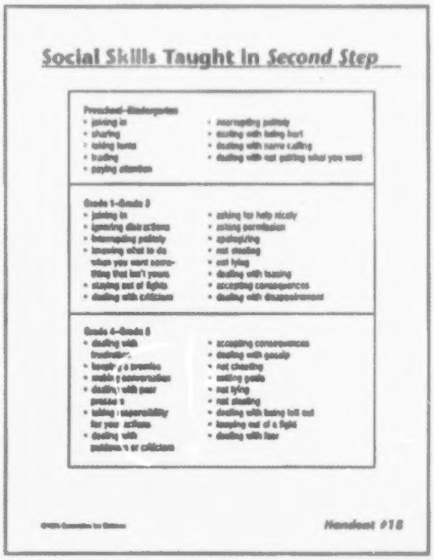
2. Look at the teacher.

3. Say, "I don't understand how to do this division, can you help me?"

Practicing with your child, with you playing the role of the teacher, will be even more helpful in boosting her/his skill level and confidence!

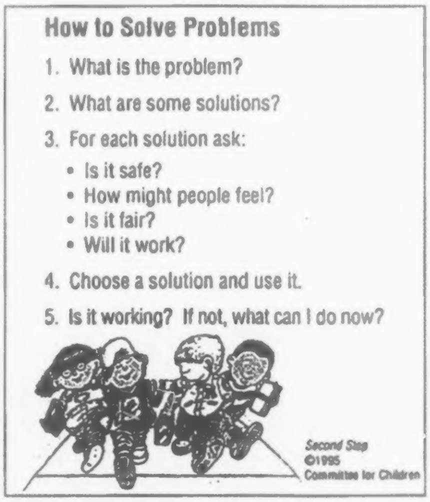
3. Distribute Handout #18 (for a group of nonreaders, do not distribute the handout; instead, talk out loud about the skills taught in *Second Step*).

This step-by-step method can be used for any social skill: interrupting politely, apologizing, making a complaint, etc. This handout is a list of the social skills taught at each grade level.



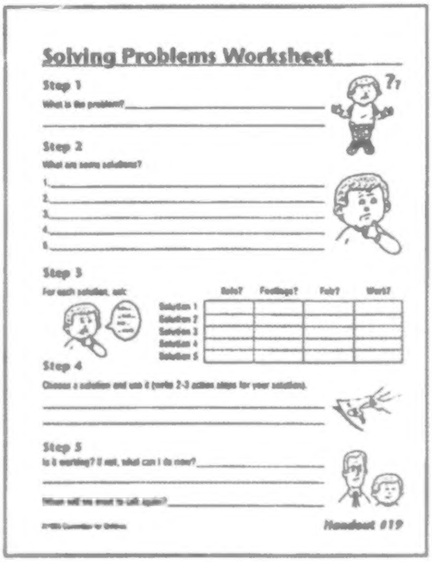
Social Skills Taught in *Second Step*

Handout #18

Necessary format	*Suggested script*
C. **ACTIVITY** (optional) First, model creating several steps for one of the social skills above. Second, have participants role-play teaching their children the steps for one social skill on the list. Have small groups share their steps.	*In groups of three or four, figure out the steps you think are involved for one of the social skills on the handout. Even if two groups pick the same skill, the steps will probably be different.*
D. Step 5: Is it working? If not, what can I do now? **Key points:** 1. Even good solutions don't always work out. 2. If a solution doesn't work, don't be discouraged—try again. 3. Experimentation is good. 4. Share the problem-solving magnet.  **How to Solve Problems** 1. What is the problem? 2. What are some solutions? 3. For each solution ask: • Is it safe? • How might people feel? • Is it fair? • Will it work? 4. Choose a solution and use it. 5. Is it working? If not, what can I do now? *Second Step* ©1995 Committee for Children	*It is important to check back with your child to see if the solution s/he picked worked. Even good solutions don't always work. Sometimes a solution will work for a little while and then stop working. For example, ignoring teasing might work for a few weeks, but if the teasing continues, the child should probably pick another solution. If a solution doesn't work, don't be discouraged. Just try problem solving again. Remember, problem solving is a process, and experimentation is important and helpful.* *This refrigerator magnet is for your family to use as you begin to use problem solving with your children.*

Necessary format	Suggested script
E. Introduce and show videotape #3 (Impulse Control) to the second PAUSE sign (3 minutes).	*Today we will see a fairly typical situation in most homes: boredom. Look for all five steps to be demonstrated in this scene.*
F. Debrief the tape.	***Debrief Questions*** *1. Is there anything about this scene that you could relate to in your own life?* *2. Would anyone care to share an example of a time s/he may have used some or all of the problem-solving steps with her/his child?* *3. What may need to happen in your home to make it easier for you to try using these steps with your child?*

Necessary format	Suggested script
G. **ACTIVITY** Group Practice (allow 20–30 minutes) 1. Distribute Handout #19.	*You can use this solving problems worksheet to remember and practice the five problem-solving steps. We will practice working through several examples.*



Solving Problems Worksheet

Step 1

What is the problem?________

Step 2

What are some solutions?

1.________
2.________
3.________
4.________
5.________

Step 3

For each solution, ask:

	Safe?	Feelings?	Fair?	Work?
Solution 1				
Solution 2				
Solution 3				
Solution 4				
Solution 5				

Step 4

Choose a solution and use it (write 2-3 action steps for your solution).

Step 5

Is it working? If not, what can I do now?________

When will we meet to talk again?________

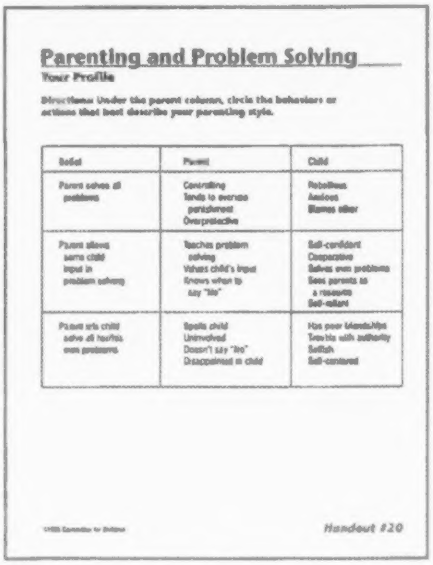
Handout #19

Necessary format	Suggested script
2. Use an overhead projector and a transparency of the solving problems worksheet. Have the group work through the entire process. Pick one problem from the adjacent list and have participants start with stating what the problem is.	*I will read a description of a problem. Then we will start filling out this solving problems worksheet with Step 1: What is the problem?* *1. Living in an apartment complex, you are concerned because Sharon has been riding her bike on the street and in the parking lot. Just yesterday, another child was almost hit by a car.* *2. Justin is constantly whining and upset because he does not have any money and he wants to build up his baseball card collection.*

Necessary format	*Suggested script*
	3. Jenny is very slow in the morning and often makes everyone late. *4. Your kids don't clean up or do any chores to help out around the house.*
3. Provide an opportunity for groups of two or three to role-play their own problems using the solving problems worksheet.	*Now let's break into groups of two or three. One person can volunteer to describe a problem situation and then the group can help problem-solve by completing the solving problems worksheet.* *You should start with a problem that is not the toughest one for you right now. Share the problem in less than three sentences.*

III. PROBLEM SOLVING IN FAMILY MEETINGS (20 minutes)

Necessary format	Suggested script
A. **ACTIVITY** Have participants identify their "parenting profile" (use Handout #20).	*Beliefs about how children should solve problems will dictate how each family uses the problem-solving process. You will probably need to make the process fit with your family history and belief system.* *Most people use behavior from each of the different profiles, but generally fall into one area about 80% of the time. If after reviewing the parent profile, you discover something you would like to change—great! You are acquiring the skills to create change for yourselves and your children.*



Parenting and Problem Solving

Your Profile

Directions: Under the parent column, circle the behaviors or actions that best describe your parenting style.

Belief	Parent	Child
Parent solves all problems	Controlling Tends to overuse punishment Overprotective	Rebellious Anxious Blames other
Parent allows some child input in problem solving	Teaches problem solving Values child's input Knows when to say "No"	Self-confident Cooperative Solves own problems Sees parents as a resource Self-reliant
Parent lets child solve all his/her own problems	Spoils child Uninvolved Doesn't say "No" Disappointed in child	Has poor friendships Trouble with authority Selfish Self-centered

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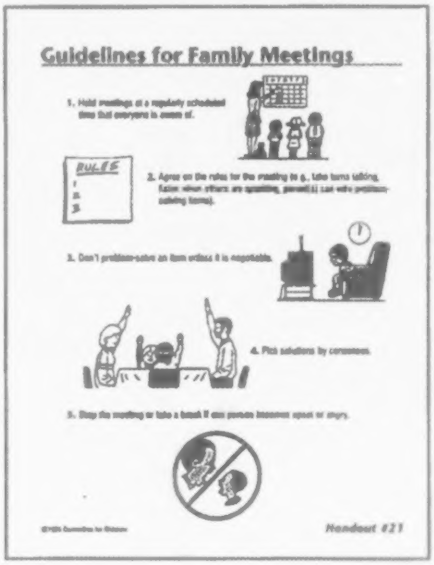
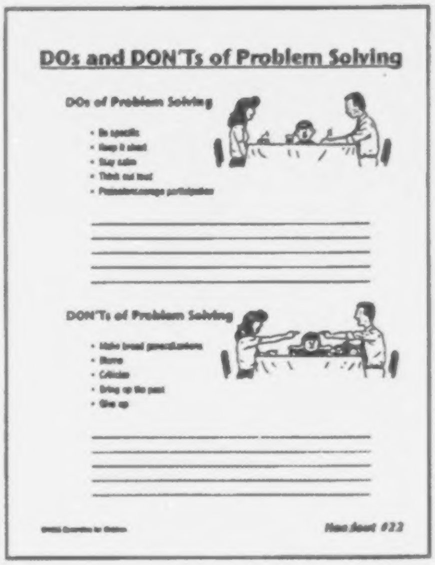
Handout #20

Necessary format	Suggested script
B. Introduce and show videotape #3 (Impulse Control) to the third PAUSE sign (4 minutes). **Key points:** 1. Problem solving can be done in a formal way. 2. Family meetings may not be for every family, but will work for some.	*Last week we saw how to use the problem-solving steps in day-to-day situations with children. Problems come up all the time when you can simply ask your kids the problem-solving questions and they can work through the process of picking a solution.* *The next video scene shows how problem solving can work in a more formal way. This family is using problem solving as a forum for a family meeting. It can work well for some families, especially those that are structured or that want more structure.*

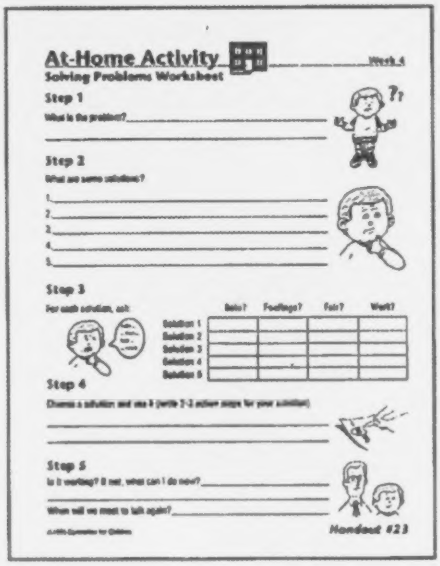
95

Necessary format	Suggested script
C. Debrief the tape.	***Debrief Questions*** *1. Has anyone here ever had a family meeting in their home?* *2. Did your family meeting look anything like this? How was it different?* *3. What would help family meetings to succeed in your home?*
D. Distribute Handout #21, Guidelines for Family Meetings.  Guidelines for Family Meetings Handout #21	*There are several guidelines you should consider when you implement family meetings in your home. This handout outlines those. Of course, you may need to modify these in order to fit with your family rules and schedules.*

Necessary format	Suggested script
E. Distribute Handout #22, the Dos and Don'ts of problem solving.  DOs and DON'Ts of Problem Solving DOs of Problem Solving DON'Ts of Problem Solving Handout #22	*This handout summarizes some tips for making problem solving successful in your home. Cross off the "Dos" that do not fit for your family; add some if you want. Cross off the "Don'ts" that do not fit and add some if you want.*
F. Summarize problem solving.	*A problem is an opportunity, a challenge for families and children to grow. Try not to think of a problem as a barrier; rather, think of a problem as part of a process for growth and change that can bring families together. Problem-solving skills can help your children make smoother transitions into adolescence and, later, adulthood.*

IV. AT-HOME ACTIVITY (5 minutes)

Necessary format



At-Home Activity — Week 4
Solving Problems Worksheet

Step 1

Step 2

Step 3

Step 4

Step 5

Handout #23

Suggested script

This week we are asking that you sit down and try having a family meeting. You might start by including only one of your children. It takes practice to include everyone. Use the handout as a guide in your family meeting. Possible problems to work on might include the morning routine in your house, chores, having friends over, or homework. Anything will work, as long as it isn't a really "hot" topic in your house.

98

V. CLOSURE (5 minutes)

Necessary format	*Suggested script*
A. Review this session.	***Possible Questions*** *1. What is the most important thing you learned in today's session?* *2. How can you incorporate what you've learned in your daily life?* *3. How will problem solving help you and your child in the years to come?* *4. What would you change about this session?*
B. Preview next two sessions.	*Next week we begin the anger management section of* ***Second Step****. We will learn about ways to help your children control their anger at home and at school. I hope we will all learn a few things about controlling our own anger as well.*

A Family Guide to
Second Step®

Session 5

Dealing with Anger (Part I)

Materials:

- Name tags
- Videotape #4: Anger Management
- VCR and monitor
- Coffee/tea
- Agenda #5 (on overhead projector or board)
- Handouts (#24, #25, #26, #27, #28, #29)
- 8 1/2" x 11" heavy sheets of paper folded in half (table tents) with different animal names written on both sides (see activity, page 120)
- Extra copies of Week Four's At-Home Activity (#23)
- *Second Step* classroom curriculum kits (and/or specific lesson)

Session Goals

- Review Week Four At-Home Activity.
- Introduce anger management and what is useful and not so useful about anger.
- Discuss the developmental stages of anger management.
- Review the anger management steps.
- Review Step 1 of anger management by practicing identifying personal anger styles.
- Distribute Week Five At-Home Activity.

Training Tips

The premise behind much of this session is that participants need to be aware of their own anger style before they can alter it.

Time-out is a discipline strategy that can help children and parents calm down. It is briefly touched on in the videotape and a handout is provided with guidelines for those participants who wish to use this strategy in their home. Avoid a lengthy discussion on the pros and cons of time-out.

Families also need to be sensitive to their children's anger styles, and know that children will usually copy the anger management style they see most.

Like the participants, group facilitators also need to be aware of their own anger styles before they teach anger reduction techniques.

You might consider helping participants organize a dinner or dessert potluck for the final session. If you take the lead by volunteering to bring something, participants will usually be enthusiastic about the planning process.

Agenda 5

1. Week Four At-Home Activity Review (10 minutes)

2. Anger Management (30 minutes)

3. Step 1: How Does My Body Feel?/Anger Styles (35 minutes)

4. Week Five At-Home Activity (5 minutes)

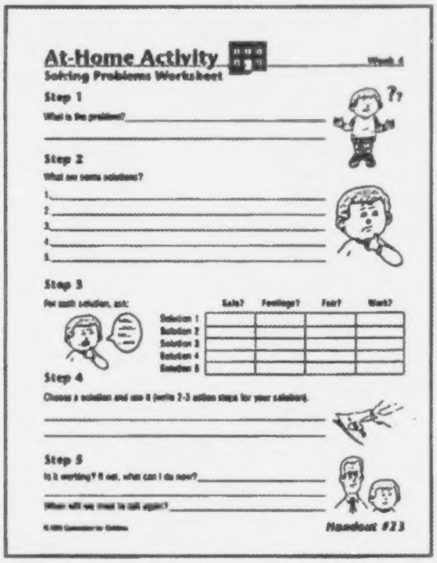
5. Closure (10 minutes)

Adjust time allotments if conducting a two-hour meeting.

102

I. AT-HOME ACTIVITY REVIEW (10 minutes)

Necessary format	***Suggested script***
A. Debrief Week Four At-Home Activity.	***Debrief Questions*** *1. How many of you had children who were reluctant to participate in a family meeting?* *2. For those of you who did have a family meeting, which parts of the process were easy/hard?* *3. Are family meetings something that might fit into your family's life? How?*
B. Distribute blank At-Home Activity sheets to participants who request them.	



At-Home Activity

Solving Problems Worksheet

Step 1

Step 2

1.
2.
3.
4.
5.

Step 3

Step 4

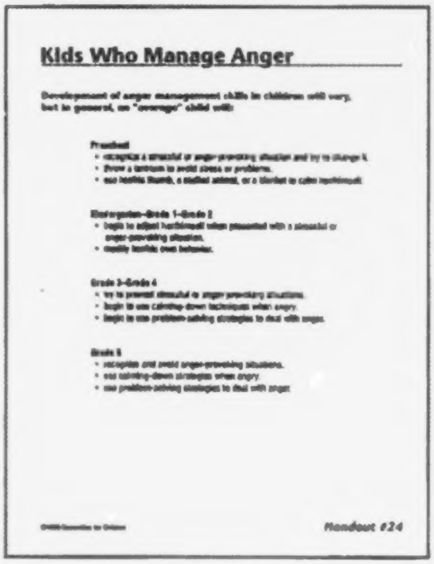
Step 5

Handout #23

Necessary format	*Suggested script*
C. Make transition from Problem Solving to Anger Management.	*Problem solving works really well in families when everyone is calm and relaxed as they discuss a problem. So stay calm when you are discussing with your child for the 400th time her messy room. (Right!) And, somehow, don't lose it when your fifth grader sneaks out of the apartment at 11:00 p.m. (Not easy!) This brings us to anger management. If it is hard for you to control your anger, just think how hard it must be for your children. During the next two sessions we will look at ways for you and your kids to deal with anger.*

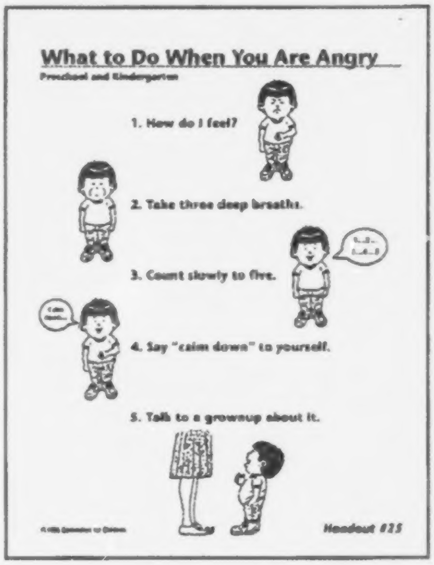
II. ANGER MANAGEMENT (30 minutes)

Necessary format	*Suggested script*
A. Introduce Anger Management. **Key points:** 1. Anger is not a bad emotion. 2. Everyone can benefit by learning to deal better with angry feelings.	*Dealing with our children's anger can be difficult, but anger is a part of everyone's life. Certainly anger is a part of my own life! The good thing about anger is that it can be a powerful motivator for change and growth in ourselves and in our children.* *The goal of* ***Second Step*** *is not to say anger is bad; in fact, anger and conflict are a normal part of family life. The concern here is how your child deals with her/his anger, as well as how anger is dealt with in your family.* *In the next several sessions we will figure out ways to change unhealthy anger patterns. The goal is for your family to live in a less stressful and more peaceful, cooperative environment. We want to show you techniques for helping you and your children recognize, understand, and manage anger.* *Anger is most useful when it is expressed constructively. Parenting will make you angry, so we all need to figure out ways to deal with our anger.*

Necessary format	Suggested script
B. Provide developmental information on what to expect from children as they deal with their own anger (refer to Handout #24). (NOTE: For nonreaders, do not distribute this handout. Describe the developmental stages and/or rewrite some of the information on the board or overhead.)  **Kids Who Manage Anger** *Handout #24*	*Children develop anger management skills at different rates, but it is sometimes helpful to know what are reasonable expectations. Keep in mind that many factors will influence children's development and that it is not uncommon for kids to fall back a stage or jump forward. If your child has recently experienced a change or particularly unhappy experience, you would expect her/him to cope by moving back a level or two.*

Necessary format

C. Provide overview of the Anger Management Steps for pre/k and grades 1–5.

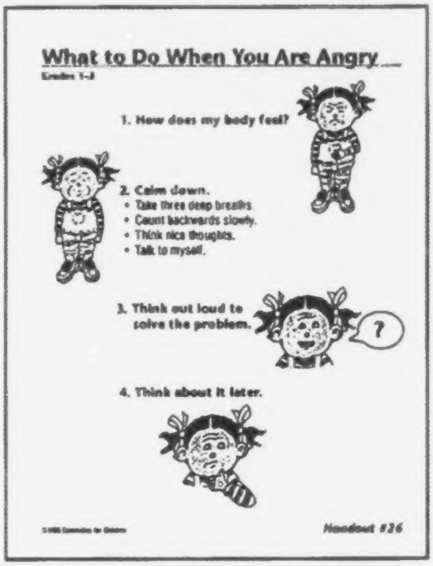


What to Do When You Are Angry

Preschool and Kindergarten

1. How do I feel?
2. Take three deep breaths.
3. Count slowly to five.
4. Say "calm down" to yourself.
5. Talk to a grownup about it.

Handout #25



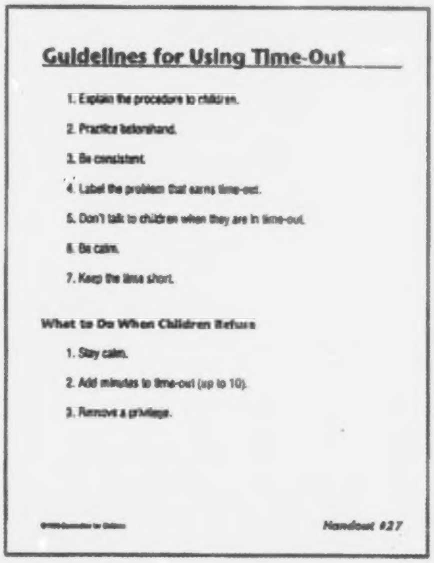
What to Do When You Are Angry

1. How does my body feel?
2. Calm down.
   - Take three deep breaths
   - Count backwards slowly.
   - Think nice thoughts.
   - Talk to myself.
3. Think out loud to solve the problem.
4. Think about it later.

Handout #26

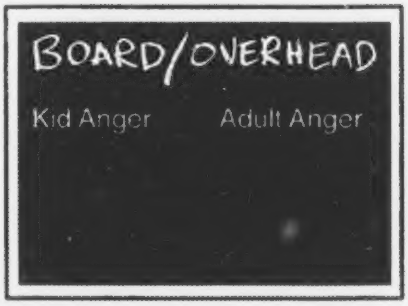
Suggested script

Handouts #25 and #26 list the anger management steps taught in ***Second Step****. The lists are similar, but the second handout is geared more towards older children. Each step is equally important, but too often Step 1 (How does my body feel?) is skipped over too quickly. After watching a parent work through all the steps with her son, we will concentrate today just on Step 1.*

Necessary format	*Suggested script*
D. Introduce and show videotape #4 (Anger Management) to the first PAUSE sign (6 minutes).	*Today's videotape will show a new approach for you and your children to use when dealing with anger-provoking situations. Look at how this mom rethinks a potentially explosive situation.*
E. Debrief the tape.	***Debrief Questions*** *1. Why do you suppose Eric's mother sent him to his room?* *2. How does problem solving fit with anger management?* *3. Can you think of a recent situation in your family where anger management might have been helpful?*
F. Briefly review time-out guidelines. Refer to Handout #27.  **Guidelines for Using Time-Out** 1. Explain the procedure to children. 2. Practice beforehand. 3. Be consistent. 4. Label the problem that earns time-out. 5. Don't talk to children when they are in time-out. 6. Be calm. 7. Keep the time short. **What to Do When Children Refuse** 1. Stay calm. 2. Add minutes to time-out (up to 10). 3. Remove a privilege. *Handout #27*	*Eric's mother used time-out as an effective discipline strategy. Time-out worked in this situation since Eric's behavior was potentially explosive. Time-out does not work for every child in every situation, but if you choose to use it, here are some guidelines.*

III. STEP 1: HOW DOES MY BODY FEEL? / ANGER STYLES

(35 minutes)

Necessary format	*Suggested script*
A. **ACTIVITY** Have participants brainstorm anger cues. Record responses on the board/overhead. 	*Let's look at similarities and differences between our anger patterns and those of children.* *What happens to you in an anger-provoking situation, as well as to your kids (physically and mentally)?*
B. Connect adult anger and child anger.	*There are many similar feelings and sensations experienced by kids and adults when they are angry. Knowing how your child is feeling when s/he is angry can increase your empathy for how difficult it is for kids to deal with their anger. Adults can learn to recognize anger in themselves, and so can kids. We may not always like it when children recognize and express their anger (especially in the store or in front of friends), but knowing how your body is feeling is a crucial first step in getting anger under control. So having your child say, "I feel mad when I can't buy candy," when you are in a grocery store is better then that same child throwing a tantrum.*

Necessary format	Suggested script
C. **ACTIVITY** (optional) 1. Identify participant anger styles. Make six to eight table tents out of heavy 8 1/2" X 11" paper. Spread the table tents around the room. On each side of the paper write the name of an animal (the same animal is written on both sides of the paper). Possible animals include: mouse, ostrich, goldfish, lion, bee, skunk, etc.	*On each table is the name of one animal. Go to the table that has the animal that best represents your own anger style and sit with those who also picked this animal.* *Go around the table and share in one or two sentences why this animal fits your anger style. Then pick a person in your small group to share with the whole group some of your group's reasons.*
2. Identify children's anger styles.	*Where do you think your child would sit and why?* *If you have more than one child, think about where each one might sit. If you and your children deal with anger in different ways, don't consider trying to change them over! Look for common threads that might help you both to understand and deal with each other during difficult times.*

Necessary format

D. ACTIVITY

Have participants assess their anger "temperature" (refer to Handout #28).

Your Anger Temperature

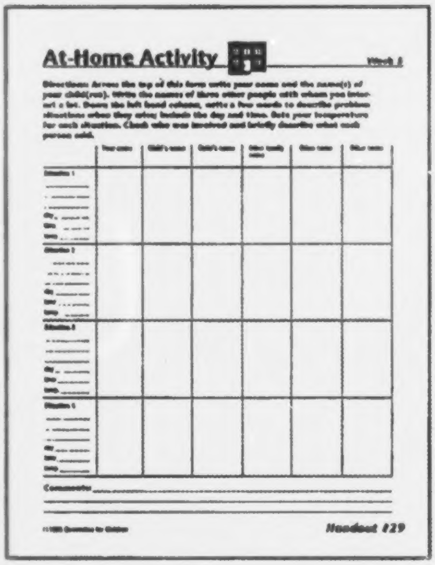
Handout #28

Suggested script

This handout represents an Anger Thermometer. For each category, write the bodily sensations and actions that let you know how angry you are, such as a headache, a clenched jaw, or a racing heart.

IV. AT-HOME ACTIVITY (5 minutes)

Necessary format



At-Home Activity

Handout #29

Suggested script

This week's At-Home Activity is to keep a log of angry situations. It is simple and will help you to see when and with whom you have the most conflict. The more we learn about our own anger the easier it is to manage.

Down the left hand column write a few words to describe each problem situation, the day, and the time. Rate your temperature for each new situation. Check who was involved and briefly describe what that person did.

V. CLOSURE (10 minutes)

Necessary format	*Suggested script*
A. Review this session.	***Possible Questions*** *1. What is the most useful thing you learned in today's session?* *2. How can you incorporate it in your daily life?* *3. How will this skill (anger management) help you and your child in the years to come?* *4. What would you change about this session?*
B. Preview next session and plan for potluck (see Facilitator Notes).	*Next week will be our last formal gathering. We will continue our focus on anger and practice the next three anger management steps.* *If people are interested, we might plan to have a dessert potluck.*

A Family Guide to
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Session 6

Dealing with Anger (Part II)

Materials:

- Name tags
- Videotape #4: Anger Management
- VCR and monitor
- Coffee/tea
- Agenda #6 (on overhead projector or board)
- Handouts (#30, #31, #32)
- Community Referral List (#32)
- Extra Solving Problems Worksheets (#19)
- Transparency of Solving Problems Worksheet (#19)
- Overhead projector
- Extra copies of Week Five's At-Home Activity (#29)
- *Second Step* classroom curriculum kits (and/or specific lesson)
- Anger Management magnets for each family

Session Goals

- Review Week Five At-Home Activity.
- Review the four anger management steps.
- Practice calming down techniques.
- Show how problem solving fits with anger management.
- Practice using the six reflection questions.
- Discuss community referrals (Handout #32), as well as the possibility of continued meetings for this group.
- Distribute the Certificate of Completion to participants.

Training Tips

The short paragraph on not problem-solving when you are still angry is an important one. Be sure participants understand that they need to be calm before they start on Step 3 of anger management.

It is not uncommon for spanking to be mentioned as a way of calming down a situation when things are heated (or as a discipline technique). We recommend facilitators avoid discussing spanking with participants. The Committee for Children (and the *Second Step* curriculum) *does not* advocate this form of discipline or technique for calming down. Although spanking can stop an inappropriate behavior in the short run, there are many long-term disadvantages to this approach. First, parents are modeling the use of aggression to solve problems—children will learn to use aggressive responses when they are frustrated or angry. Second, parents usually have lost control by the time they spank a child; this is frightening for children and can make parents feel guilty following the incident. Finally, there is no way a parent can spank a child every single time she or he misbehaves. *Second Step* does not teach a specific discipline strategy to participants, but Committee for Children advocates the use of discipline techniques that are nonviolent, easy to use, and quickly administered, such as privilege removal, time-out, or extra work chores. Again, facilitators should avoid discussing spanking with participants. Very few "spankers" would be convinced not to use spanking as a discipline strategy, and discussing the issue tends to alienate people. Whole books are devoted to the pros and cons of spanking. If participants are interested in discipline strategies, local experts can be found in almost every community who could be invited to make a presentation at a future meeting.

Some cohesive groups may want to continue meeting on their own, or you may want to keep leading the group. Plan to bring up continued meetings near the end of the session, and assess parents' interest. At a minimum, offer participants a list of community resources. This list should contain information most pertinent for *your* group members. For example, if you have a lot of Spanish speakers, offer telephone numbers of agencies that provide translation. If you have participants in need of family therapy, be sure to include local family therapists. Also include GED programs, crisis hotline numbers, a domestic violence referral number, adult literacy phone number, and school parent organization contact name and number. Use Handout #32 to help complete this list.

Plan to fill out the Completion Certificates in advance of this last meeting.

Agenda 6

1. Week Five At-Home Activity Review (10 minutes)

2. Anger Management Steps (45 minutes)

3. Using *Second Step* in Our Daily Lives (30 minutes)

4. Closure (5 minutes)

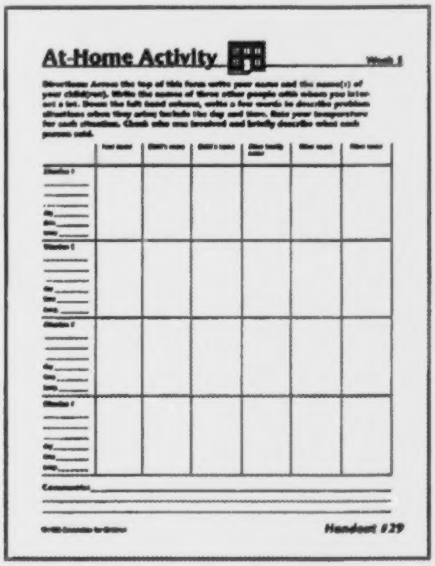
Adjust time allotments if conducting a two-hour meeting.

I. AT-HOME ACTIVITY REVIEW (10 minutes)

Necessary format

A. Debrief Week Five At-Home Activity.

B. Distribute blank At-Home Activity sheets to participants who request them.



At-Home Activity

Handout #29

Suggested script

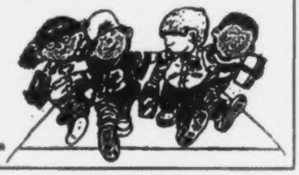
Debrief Questions

1. *Whether or not you were able to keep the Anger Log, did you notice one time of day or one person with whom you tended to be angry?*
2. *What was the anger style of the people you had conflicts with?*
3. *Was a conflict resolved easiest when the person matched your anger style?*
4. *Did you find that some events or people typically make you much "hotter" with regard to your own anger?*
5. *Was keeping this log helpful? Why?*

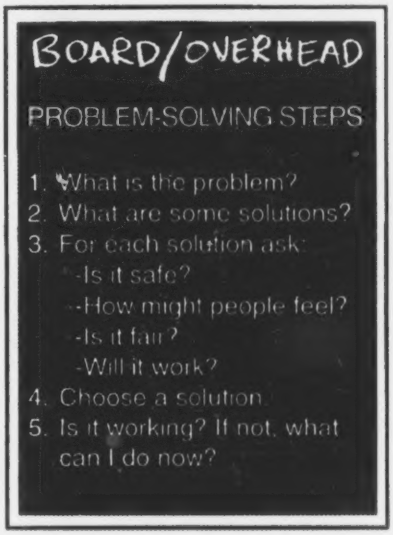
Necessary format	*Suggested script*
C. Present examples of specific lessons from the *Second Step* classroom curriculum. Recommended lessons include:	*I wanted to take a few minutes to present an example of the kind of lesson your son or daughter might get on anger management in her/his classroom. I'll pretend to be the classroom teacher if all of you will pretend to be your children.*
Preschool/Kindergarten	
Unit 3, Lesson 4 (Dealing with name calling)	
Share some book titles for parents of preschoolers and/or kindergartners. Suggestions include:	
I Sure Am Glad to See You, Blackboard Bear —M. Alexander	
The Grouchy Ladybug —E. Carle	
Ny Name Is Not Dummy —E. Crary	
Oliver Button Is a Sissy —T. De Paola	
Sam Johnson and the Blue Ribbon Quilt —L. Campbell Ernst	
Cromwell's Glasses—H. Keller	
He's My Brother—J. Lasker	
Fat Fat Rose Marie—L. Passen	
Angel Child, Dragon Child —M. M. Surat	
But Names Will Never Hurt Me—B. Waber	

Necessary format	Suggested script
Grades 1-3 and Grades 4-5 Put out lesson cards from Unit 3 and point to them as examples of lessons taught in the Anger Management section of *Second Step*. Possible lessons might include: Dealing with an Accusation Dealing with Disappointment Accepting Consequences Dealing with Criticism Dealing with Being Left Out Dealing with Name Calling Keeping Out of a Fight Taking Responsibility for Your Actions Dealing with Teasing Dealing with Putdowns	

II. ANGER MANAGEMENT STEPS (45 minutes)

Necessary format	Suggested script
A. Review all four anger management steps (refer to magnet). **What to Do When You Are Angry** 1. How does my body feel? 2. Calm down: • Take three deep breaths. • Count backwards slowly. • Think nice thoughts. • Talk to yourself (tell yourself to calm down). 3. Think out loud to solve the problem (use the problem-solving steps). 4. Think about it later.  *Second Step* ©1995 Committee for Children	*Let's take a minute to look at all four anger management steps. Again, they are in the form of questions that can help your kids learn the strategies more quickly. This anger management magnet is for your family to keep.*
B. Briefly review Step 1: How does my body feel? Transition to next steps.	*If you are able to recognize when you are feeling angry, then you are almost home free—too often, people get too far into the destructive process of anger before ever recognizing they are angry and that they should be dealing with the anger in a more constructive way!*

Necessary format	*Suggested script*
C. Step 2: Calm down. **ACTIVITY** 1. Have participants brainstorm calming techniques for children and adults. Record responses. BOARD/OVERHEAD Calming Down:	*Each person may use a different technique for calming down. Sometimes we use different techniques depending on the situation or the people involved.* *Think of ways you calm down when you are really angry, maybe even afraid of doing something you will later regret. Also, are there things you do to help your kids calm down?*
2. Identify calming techniques (or add them) from *Second Step.*	***Second Step** teaches kids four calming techniques:* *1. Take three deep breaths.* *2. Count backwards slowly (for pre/k, count slowly to five).* *3. Think nice thoughts.* *4. Talk to yourself (for pre/k, say "calm down" to yourself).* *Talking to yourself to calm down is especially important. Can anyone tell us what they say to themselves in order to calm down?*

Necessary format	Suggested script
D. Step 3: Think out loud to solve the problem (for pre/k, talk with a grownup about it).	*The third step in anger management is thinking out loud to solve the problem. This is the problem-solving process we learned earlier.*
1. Review the problem-solving steps.	
 BOARD/OVERHEAD PROBLEM-SOLVING STEPS 1. What is the problem? 2. What are some solutions? 3. For each solution ask: -Is it safe? -How might people feel? -Is it fair? -Will it work? 4. Choose a solution. 5. Is it working? If not, what can I do now?	
2. Discuss when not to problem-solve.	*It is important to remember that you should not problem-solve if you are still really angry. Give yourself or your child time to calm down. Stop problem-solving if anyone becomes too angry during the process.*
3. Introduce and show videotape #4—Anger Management (4 minutes).	*In this video we will see two parents deal with a typical family situation: "running late." Look how these parents first deal with their anger and then begin to problem-solve.*

Necessary format	*Suggested script*
4. Debrief the tape.	***Debrief Questions*** *1. Describe how these parents worked together in this anger-provoking situation.* *2. If you do not have a partner living in the home, how could you deal with these kinds of situations?* *3. Do you think the parents could have done anything differently?*
E. Step 4: Think about it later. 1. Review the six reflection questions (refer to Handout #30). **Step 4—"Think About It Later"** - Why was I angry? - What did I do? - What worked? - What didn't work? - What would I do differently? - Did I do a good job? *Handout #30*	
2. **ACTIVITY** (optional) Have participants use the log from Week Five's At-Home Activity to practice Step 4.	*Let's take out our anger management logs from last week's At-Home Activity and see if we can apply the reflection questions to any of those conflict situations.*

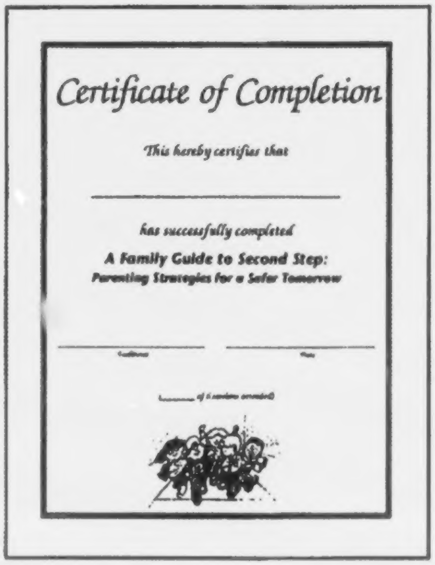
124

III. USING *SECOND STEP* IN OUR DAILY LIVES (30 minutes)

Necessary format	*Suggested script*
A. Use *Second Step* with everyday problems. (Use the solving problems worksheet on an overhead to direct this discussion.)	*We would like to take 30 minutes or so to learn from all of you. If anyone would like to describe a difficult parenting situation where you tried to implement strategies that have been discussed over the last six weeks, we would like to work through the situation using the solving problems worksheet.*
B. Identify times parents could reinforce *Second Step* at home.	*Can you identify times in your family when you could help your children to use the* ***Second Step*** *strategies?*

IV. CLOSURE (5 minutes)

Necessary format	Suggested script
A. Award Certificates of Completion.	

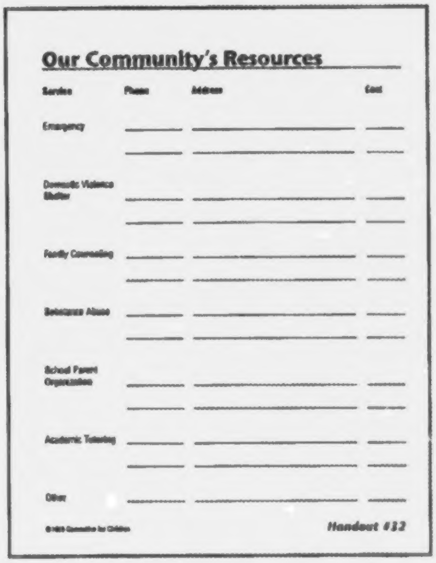


Certificate of Completion

This hereby certifies that

has successfully completed

A Family Guide to Second Step:
Parenting Strategies for a Safer Tomorrow

Necessary format	*Suggested script*
B. Complete Handout #32 to provide community referrals. 	*(See Facilitator Notes.)*

Our Community's Resources

Service	Phone	Address	Cost
Emergency			
Domestic Violence Shelter			
Family Counseling			
Substance Abuse			
School Parent Organization			
Academic Tutoring			
Other			

Handout #32

Necessary format	*Suggested script*
C. Exchange group phone numbers (optional).	*If all of you would like, why don't we create a family phone list and I'll copy it for everyone.*
D. Discuss continuing to meet (optional).	*Let's talk about continuing to meet.*
E. As a group, discuss the most valuable experiences or lessons during the past six weeks (optional).	*What would you say is the most valuable experience you have gained from these groups over the past six weeks?*

A Family Guide to
Second Step®

- **Handout #1:** Concerns for Your Child at School
- **Handout #2:** Concerns for Your Child at Home
- **Handout #3:** *Second Step* Goals
- **Handout #4:** At-Home Activity (Week 1)
- **Handout #5:** *Second Step* Family Group Meetings
- **Handout #6:** Kids Who Care
- **Handout #7:** Good Listening
- **Handout #8:** Listening (Role Plays)
- **Handout #9:** Feelings
- **Handout #10:** "I Feel" Messages
- **Handout #11:** To Have a Caring Child
- **Handout #12:** At-Home Activity (Week 2)
- **Handout #13:** Kids Solving Problems
- **Handout #14:** Problem Solving
- **Handout #15:** What Is the Problem?
- **Handout #16:** What Are Some Solutions? (Role Plays)
- **Handout #17:** At-Home Activity (Week 3)
- **Handout #18:** Social Skills Taught in *Second Step*
- **Handout #19:** Solving Problems Worksheet
- **Handout #20:** Parenting and Problem Solving (Your Profile)
- **Handout #21:** Guidelines for Family Meetings
- **Handout #22:** DOs and DON'Ts of Problem Solving
- **Handout #23:** At-Home Activity (Week 4)
- **Handout #24:** Kids Who Manage Anger
- **Handout #25:** What to Do When You Are Angry (Preschool and Kindergarten)
- **Handout #26:** What to Do When You Are Angry (Grades 1–5)
- **Handout #27:** Guidelines for Using Time-Out
- **Handout #28:** Your Anger Temperature
- **Handout #29:** At-Home Activity (Week 5)
- **Handout #30:** Step 4—"Think About It Later"
- **Handout #31:** Certificate of Completion
- **Handout #32:** Our Community's Resources

Concerns for Your Child at School

Preschool/Elementary School

Name calling
Bad language
Doing well at school
Fighting
Telling secrets
Honesty
Being left out
Getting along with other kids

Middle School/High School

Hanging out with "bad" kids
Doing well at school
Substance use
Gangs
Pregnancy
Depression
Self-discipline

Concerns for Your Child at Home

Preschool/Elementary School

Lying
Following directions
Bad attitude
Fighting with brothers and sisters
Not helping out
____
____
____

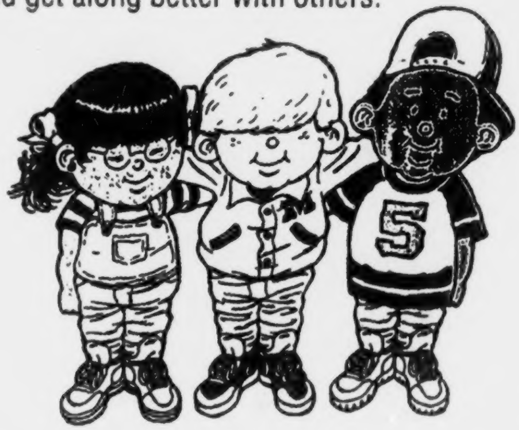
Middle School/High School

Rebellion
Gangs
Running away
Substance use
Honesty
Respect for authority
Self-discipline
____
____
____

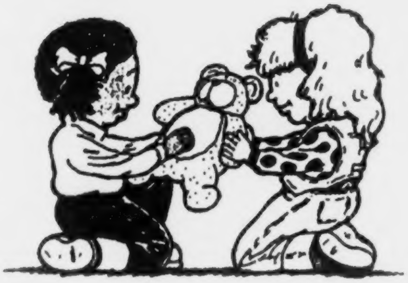
Second Step Goals

Help children:

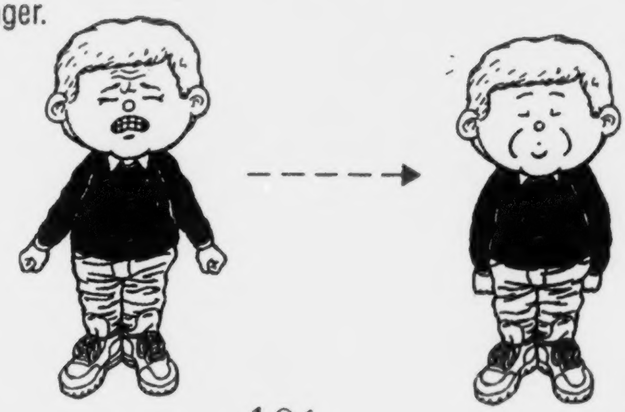
1. Understand and get along better with others.



2. Solve problems and use social skills.



3. Deal with anger.



At-Home Activity

Week 1

Directions: Describe in one or two words your child's strengths in each of these categories.

Friends:

Brothers/Sisters:

School:

Solving problems:

Following directions:

Being alone:

Handout #4

Second Step Family Group Meetings

Month____________________

Sun	Mon	Tues	Wed	Thur	Fri	Sat

Handout #5

Kids Who Care

Development of caring and kindness in children will vary, but in general, an "average" child will be able to:

Preschool–Kindergarten

- recognize and name different feelings.
- begin to understand that people may have different feelings about the same thing, but still mainly focus on their own feelings.
- show some concern and helping behaviors.

Grade 1–Grade 2

- realize that other people have different feelings and thoughts, but will still focus mainly on their own point of view.
- distinguish between accidental and intended actions.

Grade 3

- be more sensitive to another person's feelings and point of view.
- assign blame based on the person's intent.

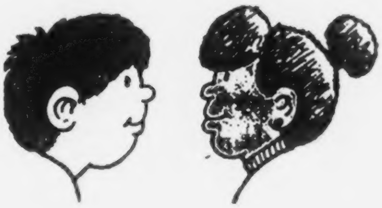
Grade 4–Grade 5

- understand that no one person is absolutely right.
- view their own behaviors as being motivated from internal *and* external sources.
- understand more complex emotions (shame, anxiety).
- recognize that a person can have different or conflicting emotions (happy/sad).

Good Listening

1. **STOP** what you are doing.

2. **FACE** the person.



3. **LOOK** in the person's eyes.

4. **NOD** or say you understand.

5. **CHECK** for understanding ("you are worried" or "you are really frustrated about this").

6. **DON'T** give advice or lecture.

Handout #7

Listening

Role Plays

Directions: One person should play the role of the child, while the other practices "good listening."

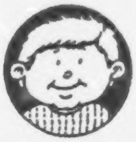
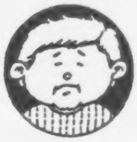
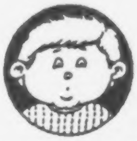
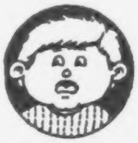
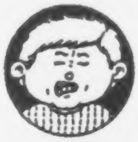
Listen to your child talk about how disappointed s/he is because none of her/his friends can come over.

Listen to your child explain why s/he brought home another bad grade in math.

Listen to your child (or your two children) try to explain her/his side in an argument.

Listen to your child talk about her/his day at school while you are trying to watch the news.

Feelings

	Happy	Sad	Surprised	Afraid	Mad
Younger child 	silly loving proud	tired disappointed	excited	worried scared shy	disgusted annoyed
Older child 	delighted free trusting satisfied	hurt grieving rejected	joyful embarrassed delighted shocked	anxious confused bashful guilty defensive	envious furious

"I Feel" Messages

Directions: Rewrite each of the following statements as an "I feel" message.

1. You never do your chores.

   I feel ________________ when ________________.

2. All this fighting is driving me nuts.

   I feel ________________ when ________________.

3. Why do I always get these calls from your teacher about your bad behavior?

   I feel ________________ when ________________.

4. Your attitude is terrible.

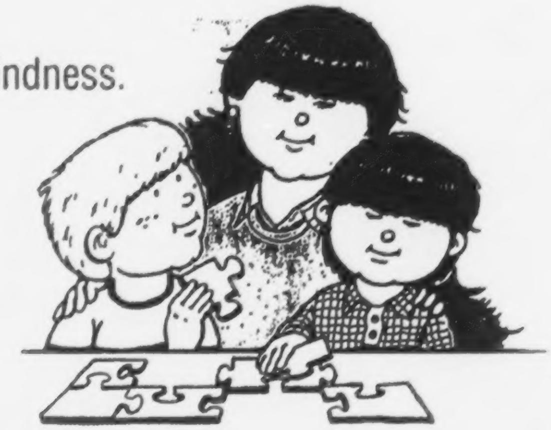
   I feel ________________ when ________________.

5. All you do is complain about your friends. Get new ones.

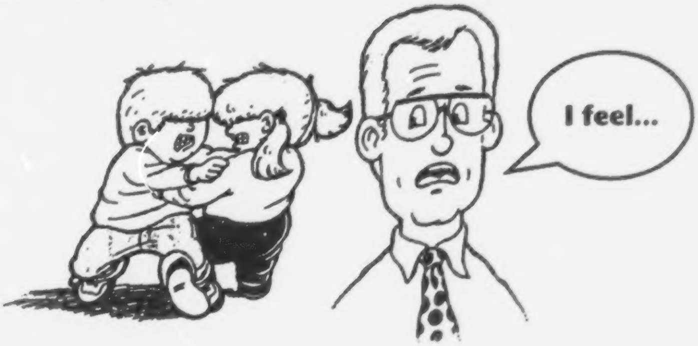
   I feel ________________ when ________________.

To Have a Caring Child

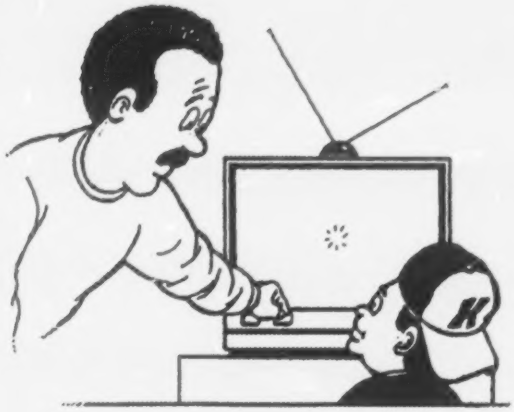
- Recognize and praise kindness.



- Use "I feel" messages.



- Encourage listening.



At-Home Activity

Week 2

Directions: Practice listening skills and "I feel" statements at home. Respond YES or NO in each box. Add additional information below.

Listening

1. with children?
2. with co-worker/friend?
3. with other adult in the family?

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
1.							
2.							
3.							

"I feel" statements

1. with children?
2. with co-worker/friend?
3. with other adult in the family?

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
1.							
2.							
3.							

Comments:____

Kids Solving Problems

Development of problem-solving skills in children will vary, but in general, an "average" child will be able to:

Preschool–Kindergarten

- recognize limits adults set for behavior.
- learn what is appropriate behavior for different settings.
- follow adult directions by repeating the direction to her/himself while s/he completes the task.
- solve problems by giving directions or making requests (e.g., "It is my turn." or "May I play?").

Grade 1–Grade 2

- begin to think through solutions.
- think out loud in stressful situations.

Grade 3–Grade 4

- begin to solve problems in a way that meets several people's needs.
- use persuasion, trading, and taking turns in solving problems.

Grade 5

- work well with others to solve problems and meet individual needs.
- focus more on maintaining good relations.

Problem Solving

Step 1
What is the problem?

Step 2
What are some solutions?

Step 3
For each solution, ask:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

Safe...
...feel...
fair...
...work

Step 4
Choose a solution and use it.

Step 5
Is it working? If not, what can I do now?

What Is the Problem?

Directions: Rewrite the following statements. Avoid blaming and/or criticizing. Be specific and keep it short.

Things your child might say:

1. All the kids are mean to me and I don't know what to do.

2. My teacher thinks I'm stupid. She says I never try—just because I forgot my homework.

3. You always blame me for everything. It was Jenny's idea to throw the ball in the house. I didn't mean to break the lamp.

Things a parent might say:

4. Your room is a mess; you didn't brush your teeth; you never help out; why are your breakfast dishes everywhere?

5. You are lazy.

6. I am tired of always nagging you to do your homework.

What Are Some Solutions?

Role Plays

Directions: One person in each group should play the role of the parent and help the child brainstorm solutions to her/his problem. Remember, it is okay for the parent to offer solutions.

1. **Child:** "I'm bored."

2. **Child:** "My grade is probably going to be bad in math again."

3. **Child:** "I want to go to Sherry's house, but I still have all my chores to do."

4. **Child:** "She won't let me play."

At-Home Activity

Week 3

Solving Problems Steps 1-3

Step 1

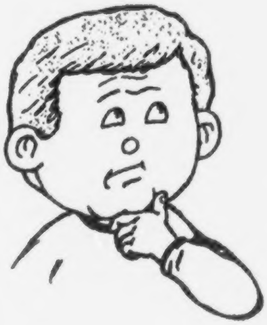
What is the problem?

____

____

Step 2

What are some solutions?



1._______________________________________

2._______________________________________

3._______________________________________

4._______________________________________

5._______________________________________

Step 3

For each solution, ask:

Safe...
...feel...
fair...
...work

	Safe?	Feelings?	Fair?	Work?
Solution 1				
Solution 2				
Solution 3				
Solution 4				
Solution 5				

Social Skills Taught in *Second Step*

Preschool–Kindergarten

- joining in
- sharing
- taking turns
- trading
- paying attention
- interrupting politely
- dealing with being hurt
- dealing with name calling
- dealing with not getting what you want

Grade 1–Grade 3

- joining in
- ignoring distractions
- interrupting politely
- knowing what to do when you want something that isn't yours
- staying out of fights
- dealing with criticism
- asking for help nicely
- asking permission
- apologizing
- not stealing
- not lying
- dealing with teasing
- accepting consequences
- dealing with disappointment

Grade 4–Grade 5

- dealing with frustration
- keeping a promise
- making conversation
- dealing with peer pressure
- taking responsibility for your actions
- dealing with putdowns or criticism
- accepting consequences
- dealing with gossip
- not cheating
- setting goals
- not lying
- not stealing
- dealing with being left out
- keeping out of a fight
- dealing with fear

Handout #18

Solving Problems Worksheet

Step 1

What is the problem?____________________

____

Step 2

What are some solutions?

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________

Step 3

For each solution, ask:

Safe...
...feel...
fair...
...work

	Safe?	Feelings?	Fair?	Work?
Solution 1				
Solution 2				
Solution 3				
Solution 4				
Solution 5				

Step 4

Choose a solution and use it (write 2-3 action steps for your solution).

____

____

Step 5

Is it working? If not, what can I do now?____________________

____

When will we meet to talk again?____________________

Parenting and Problem Solving

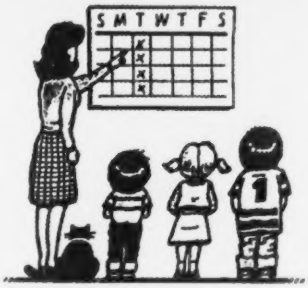
Your Profile

Directions: Under the parent column, circle the behaviors or actions that best describe your parenting style.

Belief	Parent	Child
Parent solves all problems	Controlling Tends to overuse punishment Overprotective	Rebellious Anxious Blames other
Parent allows some child input in problem solving	Teaches problem solving Values child's input Knows when to say "No"	Self-confident Cooperative Solves own problems Sees parents as a resource Self-reliant
Parent lets child solve all her/his own problems	Spoils child Uninvolved Doesn't say "No" Disappointed in child	Has poor friendships Trouble with authority Selfish Self-centered

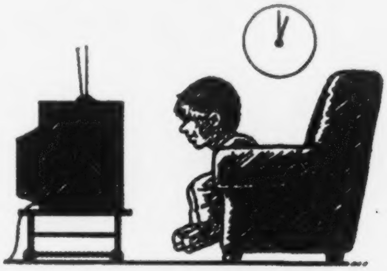
Guidelines for Family Meetings

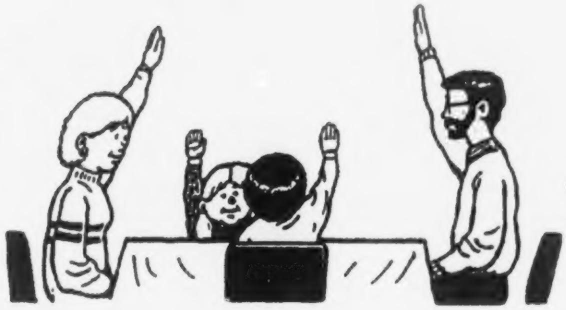
1. Hold meetings at a regularly scheduled time that everyone is aware of.



2. Agree on the rules for the meeting (e.g., take turns talking, listen when others are speaking, parent(s) can veto problem-solving items).

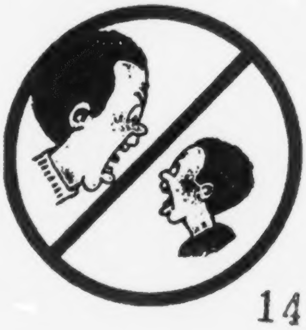
3. Don't problem-solve an item unless it is negotiable.





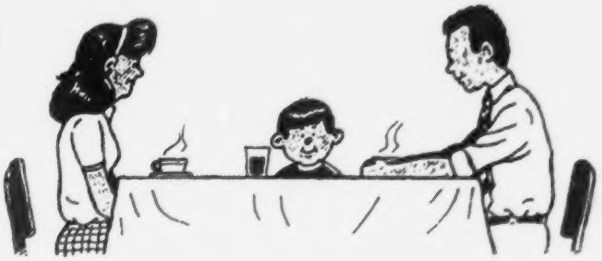
4. Pick solutions by consensus.

5. Stop the meeting or take a break if one person becomes upset or angry.



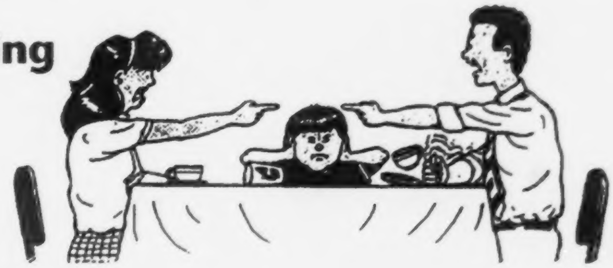
DOs and DON'Ts of Problem Solving

DOs of Problem Solving



- Be specific
- Keep it short
- Stay calm
- Think out loud
- Praise/encourage participation

DON'Ts of Problem Solving



- Make broad generalizations
- Blame
- Criticize
- Bring up the past
- Give up

At-Home Activity

Week 4

Solving Problems Worksheet

Step 1

What is the problem?____

____

Step 2

What are some solutions?

1.____

2.____

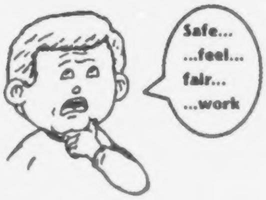
3.____

4.____

5.____

Step 3

For each solution, ask:


Safe...
...feel...
fair...
...work

	Safe?	Feelings?	Fair?	Work?
Solution 1				
Solution 2				
Solution 3				
Solution 4				
Solution 5				

Step 4

Choose a solution and use it (write 2-3 action steps for your solution).

____

____

Step 5

Is it working? If not, what can I do now?__________________________

____

When will we meet to talk again?________________________________

Handout #23

Kids Who Manage Anger

Development of anger management skills in children will vary, but in general, an "average" child will:

Preschool
- recognize a stressful or anger-provoking situation and try to change it.
- throw a tantrum to avoid stress or problems.
- use her/his thumb, a stuffed animal, or a blanket to calm her/himself.

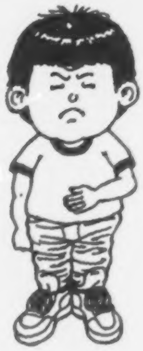
Kindergarten–Grade 1–Grade 2
- begin to adjust her/himself when presented with a stressful or anger-provoking situation.
- modify her/his own behavior.

Grade 3–Grade 4
- try to prevent stressful or anger-provoking situations.
- begin to use calming-down techniques when angry.
- begin to use problem-solving strategies to deal with anger.

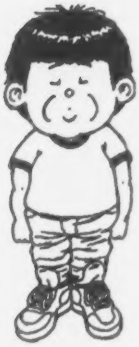
Grade 5
- recognize and avoid anger-provoking situations.
- use calming-down strategies when angry.
- use problem-solving strategies to deal with anger.

What to Do When You Are Angry

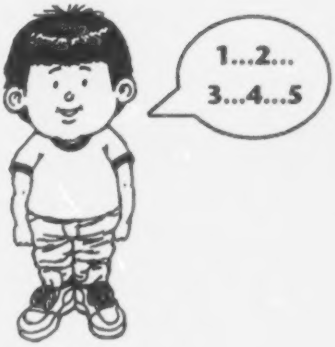
Preschool and Kindergarten



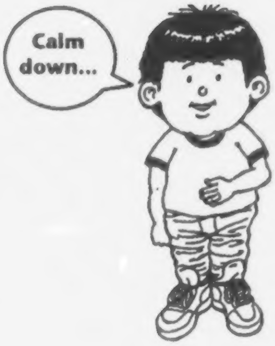
1. **How do I feel?**



2. **Take three deep breaths.**

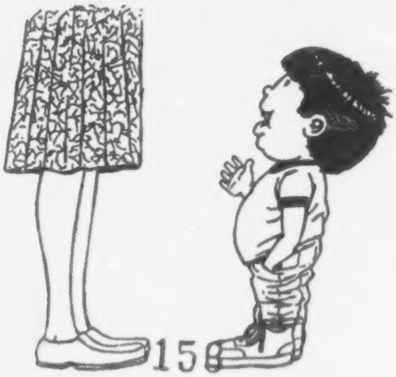


3. **Count slowly to five.**



4. **Say "calm down" to yourself.**

5. **Talk to a grownup about it.**

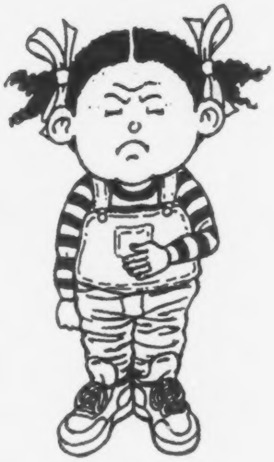


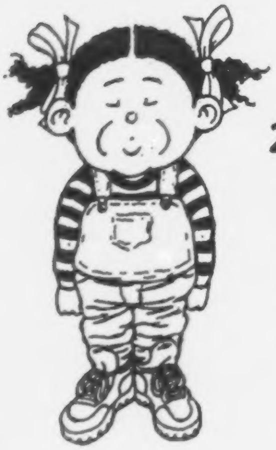
Handout #25

What to Do When You Are Angry

Grades 1–5

1. How does my body feel?

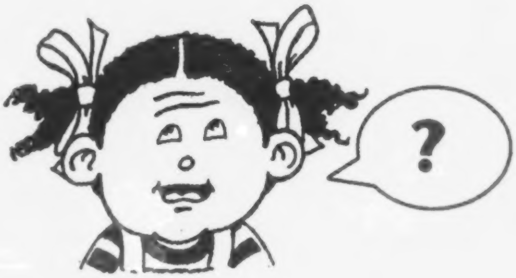




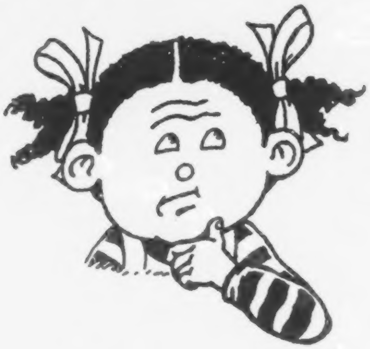
2. Calm down.

- Take three deep breaths.
- Count backwards slowly.
- Think nice thoughts.
- Talk to myself.

3. Think out loud to solve the problem.



4. Think about it later.



Guidelines for Using Time-Out

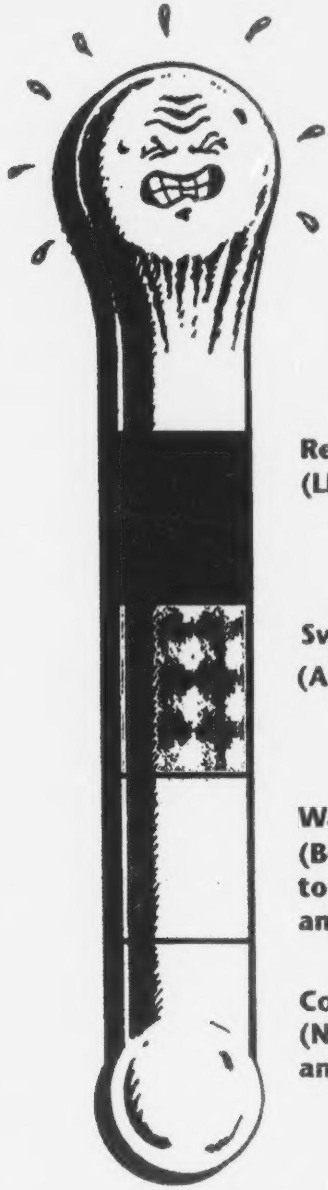
1. Explain the procedure to children.
2. Practice beforehand.
3. Be consistent.
4. Label the problem that earns time-out.
5. Don't talk to children when they are in time-out.
6. Be calm.
7. Keep the time short.

What to Do When Children Refuse

1. Stay calm.
2. Add minutes to time-out (up to 10).
3. Remove a privilege.

Your Anger Temperature

Directions: List your body's cues, sensations, or actions that let you know you are angry.



Red Hot: ____________________
(Livid) ____________________
____

Sweaty: ____________________
(Angry) ____________________
____

Warm: ____________________
(Beginning to get angry) ____________________
____

Cool: ____________________
(Not angry) ____________________
____

At-Home Activity

Week 5

Directions: Across the top of this form write your name and the name(s) of your child(ren). Write the names of three other people with whom you interact a lot. Down the left hand column, write a few words to describe problem situations when they arise; include the day and time. Rate your temperature for each situation. Check who was involved and briefly describe what each person said.

	Your name	Child's name	Child's name	Other family name	Other name	Other name
Situation 1 __________ __________ __________ day________ time________ temp._______						
Situation 2 __________ __________ __________ day________ time________ temp._______						
Situation 3 __________ __________ __________ day________ time________ temp._______						
Situation 4 __________ __________ __________ day________ time________ temp._______						

Comments:____

____

____

Handout #29

Step 4—"Think About It Later"

- Why was I angry?
- What did I do?

- What worked?
- What didn't work?
- What would I do differently?
- Did I do a good job?

Certificate of Completion

This hereby certifies that

____

has successfully completed

A Family Guide to Second Step:
Parenting Strategies for a Safer Tomorrow

________________________ ________________________
Facilitator *Date*

(_______ of 6 sessions attended)

Our Community's Resources

Service	**Name**	**Address/Phone**	**Cost**
Emergency			
Domestic Violence Shelter			
Family Counseling			
Substance Abuse			
School Parent Organization			
Academic Tutoring			
Other			

A Family Guide to Second Step®

Parenting Strategies for a Safer Tomorrow

One-Night Presentation

Preschool–Grade 5

Introduction

The following material has been developed for facilitators to use in conjunction with the 28-minute Family Overview tape. These materials and the videotape will provide parents and caregivers with a brief overview of the *Second Step* classroom curriculum. The entire presentation will take two to two and a half hours, depending on the number of optional activities included, and can also be done during the day, depending on the availability of parents and caregivers. For more in-depth coverage of the material, the six-session facilitator guide should be used. These materials are designed for schools that will be or are using the *Second Step* classroom program with students.

Second Step utilizes discussion and role-play techniques to teach empathy, impulse control, problem solving, and anger management to children. Through empathy, children and adults can learn to understand problems and conflicts from another person's perspective. Impulse control and problem-solving techniques offer a step-by-step approach to constructively resolve conflicts. The anger management unit suggests strategies for managing anger.

This two-hour presentation will not provide the time or the means for parents and caregivers of these children to completely learn all the *Second Step* skills. It will provide a way for parents to see and perhaps be supportive of what their children are learning at school. This understanding may enhance the generalization and transfer of these skills for children.

Presentation Guidelines

Committee for Children strongly recommends that the presenter or facilitator have worked with *Second Step* in the classroom and have practiced using some of the skills in her/his own life. The facilitator needs to be very familiar with the classroom curriculum in order to adequately answer specific questions about *Second Step*. This person should also have some experience working with parents and caregivers and facilitating groups.

Parents may be interested in the background of the program—its history, research base, and effectiveness. Please refer to the introductory materials in this guide for this information.

If any of the parents have concerns about portions of the *Second Step* curriculum, a good first response is simply to listen. If the concern will be addressed later in the program, let the parent know when this will happen. If the question goes beyond the scope of the evening, perhaps it could be answered personally during one of the breaks or over the phone the next day. The facilitator needs to strike a balance between answering questions and getting bogged down in unnecessary controversy.

Parenting can be hard work. Most parents are doing the best they can with their children and may be sensitive about being asked to do more. If the facilitator focuses on what the parents are doing right while acknowledging the difficulties of parenting, the new information is less likely to be perceived as an accusation that they are doing something wrong. It may also be helpful to focus on what parents want for their children later in life, and how these materials can assist parents in this process.

Some of the material presented may evoke strong emotions in a few participants. A co-facilitator or a support person in attendance can help with these situations, allowing one person to stay focused on the presentation and another to focus on individual needs. Whatever the strong feelings, if a participant has shared them with the group, acknowledge those feelings and thank the person for sharing. Depending on the intensity of the feelings, it may be appropriate to move on with the evening or take a five-minute break while one of the facilitators checks in with the person.

In order to provide some practical experience with *Second Step* skills, this presentation offers role plays as an optional activity with parents. Role plays can help participants to understand and identify with their child's *Second Step* role-play experiences in the classroom. Some parents may resist this, and it may be necessary to find different ways to adapt role plays so they are comfortable. Rewriting the role play script, finding privacy, or pairing with the right person may help the hesitant adult. In large groups (more than 30) it may not work to do role plays unless there are several co-facilitators available to circulate and assist.

In this presentation there are several optional activities. The facilitator needs not only to decide what will work in her/his school community, but also to assess what will work with larger or smaller groups and what is the appropriate length for the presentation. All choices should be based on the goals of the presentation and how best to meet those goals, given the needs and characteristics of the school community.

After viewing the videotape, some participants may focus on the finer details of the video, such as the configuration of the home, the children seeming too perfect, or the mannerisms of the parents. Whenever possible, redirect the participants away from this type of discussion. Remind participants that they are only seeing a brief segment of this make-believe family's interaction. The videos were designed to emphasize certain skills, not to duplicate every possible interaction style or every possible reality. If a video segment does not seem realistic, ask participants to think about other ways to translate that skill so it could work with their family.

This presentation should stress collaboration, creativity, and brainstorming, rather than adhere to an "expert model." Ideas and opinions need to be encouraged through the active listening and nonjudgmental acceptance modeled by the facilitator. Sometimes having a co-facilitator can enhance this modeling through role plays the facilitators do together.

Getting Ready

Before the presentation:

1. Preview the videotape and read all the materials. Make notes on how to make the *Second Step* concepts apply to the families in your school and community. Highlight those areas that may be of special interest.
2. Establish or clarify your goals for the presentation—what do you want the participants to leave with?
3. Decide how to respond if participants want more; is there the option of offering the six sessions that cover this material in-depth, or any other type of follow-up?
4. Distribute promotional materials to advertise the presentation and encourage attendance.
5. Arrange the room in a way that facilitates communication among the participants.
6. Copy more than enough handouts prior to the meeting. (The handout numbers correspond to the ones in the handout section of this guide.)
7. Make sure the TV and VCR are in good working condition and that any other needed presentation materials are available (flip charts, writing tools, chalk board, etc.).
8. Gather boxes of the curriculum for parents to review during the meeting. (Teachers may resist sharing their *Second Step* materials for this presentation. Assure teachers that you will monitor the curricula's use and let them know how beneficial this hands-on activity can be for students' families.)
9. If possible, arrange for child-care to be provided during this event.
10. Write out model role plays—one using the problem-solving steps and one using the anger management steps (especially if there is a co-facilitator).
11. Be sure that pencils or pens are available, as well as something hard to write on.

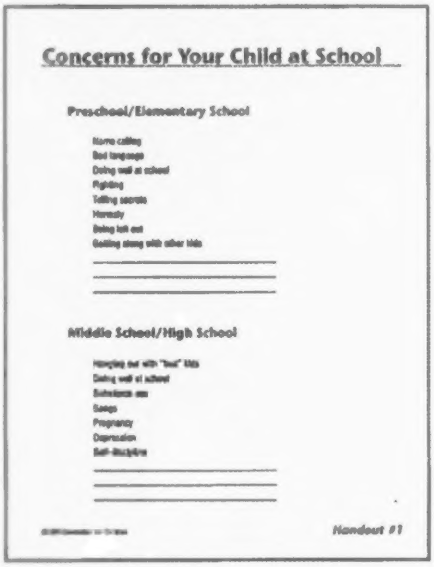
I. WELCOME (20 minutes)

Necessary format	*Suggested script*
A. Briefly introduce yourself and your co-facilitator(s). Explain your role(s) at the school and your history and experience with *Second Step*.	
B. **ACTIVITY** Do icebreaker activity, include participant introductions and participant expectations.	
1. Give each participant a 3" X 5" index card and pencil. On one side of the card participants are to write "A," on the other side, "B." On the "A" side have participants finish this sentence, "when I was young I thought that…"	*I have a 3" X 5" card and pencil for each of you. When you get the card, write "A" on one side and "B" on the other side. On the "A" side, finish this sentence, "when I was young I thought that…"*
2. On side "B" have participants finish this, "but now that I'm older I know…"	*Turn the card over to the "B" side and finish this: "but now that I'm older I know…"*
3. Allow two to three minutes for completion. Ask participants to pair up with someone they do not know, introduce themselves, and have one person read her/his side "A." The other person reads side "B" in response.	*Now, pair up with someone you do not know and share your sentences.*
4. Have each pair write on one of the cards two expectations for the evening.	*When you have done this, write on the card two or three expectations you have for what you will get out of coming to this meeting tonight.*

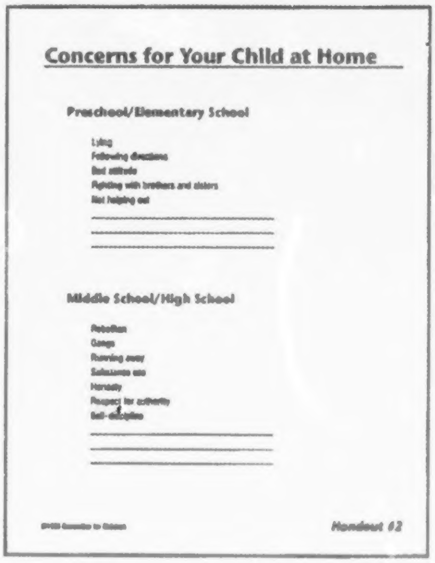
Necessary format	*Suggested script*
5. Bring the group back together and have participants share some of their "A" and "B" answers and some of their expectations for the evening.	*Let's share some of the sentences now.* *Could people share their expectations with me and I'll record them here.*
6. Record the expectations on a flip chart or large piece of paper and post it throughout the evening. Let participants know which expectations will be fulfilled, which may not, and why.	*As I review some of your expectations, I can see that while everything cannot be covered in one evening, we will have a good beginning. Today we are going to view a videotape about the* ***Second Step*** *curriculum; that will answer some of your questions. You will also do some activities in which you will learn ways to help protect your children from some of today's risk factors (such as violence, stress, social rejection, etc.). Many classrooms at this school are (will be) using the* ***Second Step*** *curriculum for the development of coping skills in children. Through what we do tonight I hope you will leave here understanding more about what your child is learning through* ***Second Step*** *and ways you can further the learning of these new skills at home. In this way you can create a* ***Second Step*** *partnership between home and school.*
C. Answer, "Why are we here?" **Key points:** 1. Learn about *Second Step* in the classroom. 2. Learn new ways to help protect children from some of the risk factors in today's world (drugs, violence, school failure, stress, etc.). 3. Introduce and practice ways for families to reinforce the skills at home. 4. Create a partnership between home and school.	

II. CREATING COMMON GROUND (5-20 minutes)

Necessary format	*Suggested script*
A. Motivate participants. **Key points:** 1. *Second Step* provides tools for success. 2. Create partnership between school and home.	*If I were to ask each of you what you want most for your children, I bet I would get some common answers—safety, health, happiness, success, to feel good about themselves, to have the things you didn't have, etc. Can we guarantee these things for our children? Can we protect and shelter them from all harm? We wish that we could. As parents and educators we want to give children the tools they need to grow up so they can take care of themselves.* *Even if our kids are not involved with the most violent or dangerous activities (alcohol, drugs, gangs, etc.), they will be exposed to other children who are involved. It is difficult to know how to help our children gain the skills they need to survive in this world.* *When schools and families work together to give children these skills, children are more likely to acquire the skills and use them in everyday situations. I hope tonight's presentation, along with the activities, will offer you some ways that we can work together to help our children.*

Necessary format	Suggested script
B. **ACTIVITY** (optional) The Concerns for Children activity works best with fewer than 50 participants, if there is only one facilitator.	
If there is a large group, this activity can be modified so that the group as a whole offers answers to the questions while the facilitator records their responses.	*Let's take a few minutes to list some of our concerns for our children as they grow and move through school. What are your concerns for your children right now at home and at school?*
1. Provide pens and large pieces of butcher paper on tables. 2. Have parents and caregivers work in small groups, pick a spokesperson, and share responses.	
3. Have groups compare their answers with Handouts #1 and #2. (Handouts can be found in the handout section of this manual.)  Concerns for Your Child at School Preschool/Elementary School Middle School/High School Handout #1	*Many families share the same concerns for their children no matter what their cultural, economic, or geographic backgrounds.* *In fact, think back to your own childhood. Do you think your parents and teachers shared any of the concerns we have just discussed?* *Some things certainly have changed, although others may never be different.* 169

Necessary format



Concerns for Your Child at Home

Preschool/Elementary School

- Lying
- Following directions
- Bad attitude
- Fighting with brothers and sisters
- Not helping out

Middle School/High School

- Rebellion
- Gangs
- Running away
- Substance use
- Honesty
- Respect for authority
- Self-discipline

Handout #2

Suggested script

*Later we will return to these concerns and look at how **Second Step** can address many of them.*

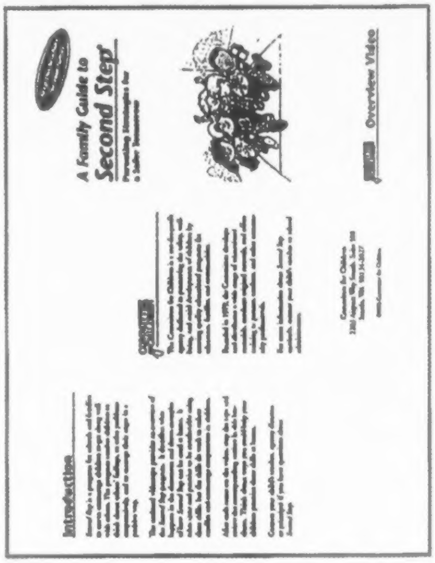
III. *SECOND STEP* AND EMPATHY (25-35 minutes)

Necessary format	*Suggested script*
A. Introduce and show the first 8 minutes of *A Family Guide to Second Step* overview video.	*Let's take a look at the first segment of the video. It provides a brief overview of the* **Second Step** *program and an in-depth look at the first unit, entitled "Empathy." Each segment of the video provides information about how that unit is presented in the classroom and shows how families can encourage kids to use* **Second Step** *skills at home. I want you to pay close attention to two things: how is empathy defined, and what is the mother in the scene trying to do?*
B. Discuss the Goals of *Second Step* handout. ***Second Step Goals*** **Help children:** 1. Understand and get along better with others. 2. Solve problems and use social skills. 3. Deal with anger. ***Handout #3***	*As we have just viewed,* **Second Step** *consists of three units: Empathy, Impulse Control, and Anger Management. Look at Handout #3. It outlines the goals of* **Second Step***. Each goal corresponds to one of the units.*

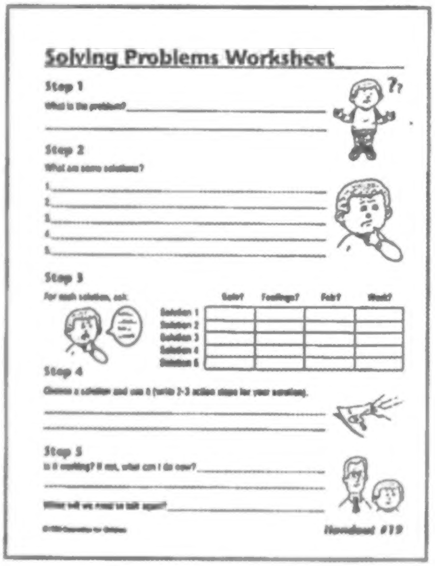
Necessary format	*Suggested script*
C. **ACTIVITY** (optional) The curriculum exploration activity is not recommended for a large group. However, whatever the size of the group, it would still be good to have curriculum boxes available for participants to look at during a break or at the end of the evening.	*We are going to look at the* ***Second Step*** *curriculum now. Remember, the curriculum is divided into three sections: Empathy, Impulse Control, and Anger Management.*
1. Have participants look at the curriculum corresponding to their child's grade level. The co-facilitator or a volunteer parent can assist in distributing curricula to review. Circulate among the participants during this activity to answer any questions that may arise.	*Feel free to read those lessons that look most interesting to you. Look for one lesson in each unit that particularly appeals to you. You might want to look closely at the Empathy lessons and think about how the goal relates to solving problems and managing anger.*
2. Discuss participant observations of the curriculum materials.	*Share one thing you like about the curriculum.* *Share one concern or question you have about the curriculum.* *Looking back at the concerns you generated earlier, which ones do you feel are best addressed by* ***Second Step****?*

Necessary format	*Suggested script*
D. **ACTIVITY**	
1. Discuss empathy.	*In the videotape what do you think the mom was trying to do to help her son?* *Now I would like you to form groups of three or four and discuss what empathy is, and write down a definition for your group on the large paper provided. We will post these definitions when you are done.*
2. After a few minutes ask one person from each group to read and post the empathy definitions.	*Let's have each group share their definitions. Post your definition someplace in the room after sharing it with the group.* *Why do you think empathy might be important in solving problems? What are some ways you might help your children acquire empathy skills?*
E. **BREAK** (optional, 5-10 minutes)	

IV. IMPULSE CONTROL/PROBLEM SOLVING (25-30 minutes)

Necessary format	*Suggested script*
A. Introduce and show next section of the video (approximately 10 minutes). Pass out the family brochure (found in the Resources section of this guide).	*The next video segment is entitled "Impulse Control," and consists of problem solving and social skills. Please refer to the family brochure. In the middle section there is a list of the Problem-Solving Steps children learn. The types of social skills taught in* ***Second Step*** *are interrupting politely, apologizing, dealing with peer pressure, etc. Your child's teacher may not have started presenting* ***Second Step****, and each teacher will present the material a little differently in order to best meet the students' needs. This means that it may be a while before your child's class gets to problem solving, so don't go home expecting her/him to know everything now about the materials presented here tonight.*
	
Choose "B" *or* "C" of the following activities. If you choose "B," do *not* share this suggested script with the group before watching the video.	*As you watch this next section of the video, I want you to be thinking about a problem you are having with your child or that your child is having that you would be willing to share with the group. Now let's watch the video.*

Necessary format	*Suggested script*
B. Introduce and perform model role play. Model using the problem-solving steps with your own already prepared role play or a preselected role play from the classroom curriculum. See *Second Step* Grades 1-3, Unit II, Lesson 9 or 15, for sample role plays. Be sure to give the audience enough background information on the conflict or include the information in your role play. It is best to do the model role play with a co-facilitator and to practice it before the presentation. If your role playing is not "perfect," you can still use it as a teaching tool because your imperfection may help parents feel more comfortable doing a role play themselves. Remind parents and caregivers that the skills are not easily acquired, and it may be awkward when they first use them with their children. If the students at your school have had enough experience with *Second Step*, a few of the more skilled students could be asked to do the model role play.	*We are going to model a problem-solving role play from a **Second Step** lesson your child had (or will have soon) in class. This will give you a better understanding of how problem solving is taught and practiced in the classroom.*

Necessary format	*Suggested script*
C. **ACTIVITY** Pass out the Problem Solving Worksheet (Handout #19) to each participant. An overhead transparency of the Problem Solving Worksheet would be good to use with this activity.	
1. Define a problem. Have participants share possible problems verbally or in writing. Choose one problem or have the group choose one to apply the problem-solving steps. It should be simple and not too personal.	*Is there anyone who would like to share a problem they are having? Possibly a problem with one of your children (not doing homework or chores, always late to school, or fighting with brother or sister)? Now let's follow the problem-solving steps.*
 **Solving Problems Worksheet** Step 1 Step 2 1. 2. 3. 4. 5. Step 3 Step 4 Step 5 *Handout #19*	
2. Remind participants to take their time with Step 2 and discuss how parents and caregivers could help their kids generate new and different solutions.	*Try being playful or even outrageous when brainstorming solutions. Remember that both parents and children should be coming up with the solutions.*

Necessary format	*Suggested script*
3. Review the evaluation questions, but let participants know they do not have to evaluate every solution.	*There are four evaluation questions to apply to each solution. You do not need to evaluate every solution, but when you do, have children ask and answer the four questions:* • *Is it safe?* • *How might people feel?* • *Is it fair?* • *Will it work?*
4. Choose a solution and remind participants that it is important to follow up with children to find out how the solution worked.	*Pick a solution, based on information gathered from the evaluation questions. It is important to check back with your child to see if the solution s/he picked worked. Even good solutions don't always work. If a solution doesn't work, try picking one of the other solutions or using the problem-solving steps again.*

V. ANGER MANAGEMENT (25-30 minutes)

Necessary format	*Suggested script*
A. Introduce and show the last 10 minutes of the tape.	
1. Refer to the family brochure and the Anger Management Steps.	*The brochure you have lists the four anger management steps.*
2. Choose "B" *or* "C" of the following activities.	
B. **ACTIVITY** Facilitate practice of anger management by having participants use the calming down skills.	*Let's practice some calming down strategies from anger management, just like your child might in class. I want you to think of a time when you were very angry. Remember the situation, how your body felt and the intensity of the feeling. Now take a deep breath and let the air out slowly. Let's take two more deep breaths while counting backwards from ten.* *I want you to think of a time when you were pleased, or felt good about yourself or a situation. Picture that situation in your mind and hold it for a few seconds. Now say to yourself, "I can handle this calmly."* *What was that experience like? How did you feel? Do you think that with practice your child, or even you for that matter, would be able to use this technique to calm down?*

Necessary format	*Suggested script*
C. Model Role Play Model using the anger management steps with your own already prepared role play or a preselected role play from the classroom curriculum. See *Second Step* Grades 1-3, Unit III, Lesson 8 or 12, for some sample role plays. A few skilled students could also perform this role play.	*We are going to model an anger management role play from a **Second Step** lesson your child had (or will have soon) in class. This will serve as an example of how the anger management steps can be used in real life.*
D. **ACTIVITY** (optional) Participants can role-play the anger management skills if the facilitator assists them in forming groups of two or three, choosing a role-play scenario from the list below, deciding on roles, and performing the role play. Some groups may need more help than others. Remind parents and caregivers that they may gain empathy for their children by participating in these role plays.	*Here are some situations which might cause your children (or even you!) to feel angry. Choose one role-play situation, decide on who is going to play what roles and perform the role play. Remember to follow the steps for "What to do when you are angry." If you have time, you can switch roles.*

Necessary format	Suggested script
Anger Management Role Plays	

Anger Management Role Plays

1. Your team is losing the game. A player from the opposing team knocks you with an elbow and you mess up the play so your team doesn't score.
2. You see someone who always puts you down walking towards you.
3. A kid steps on the back of your shoe so that it comes off. This is the third time today this has happened.
4. Someone calls you awful names in front of your friends.
5. Your younger sister/brother has just ruined one of your favorite toys.
6. Your sister/brother switches the TV channel while you're watching it.
7. Someone cuts in line in front of you.

VI. CLOSURE (5-10 minutes)

Necessary format	*Suggested script*
A. Answer participant questions. (Decide ahead of time if you are going to offer any kind of follow-up to this presentation so that an announcement can be made now.)	*It is time to end the meeting—are there any questions I can answer before we do? I want to thank you all for coming and I hope you are leaving with a better understanding and awareness of* ***Second Step****.*
B. If you chose to do Activity II. B, "Concerns for Children," (page 10A) the next sentence can be shared with the group.	*As I look at some of your concerns, I can see ways that empathy, problem solving and anger management can address these concerns.*
C. Close the meeting.	***Second Step*** *can give your family some tools for helping children solve problems and get along better with others. Being good at these things is one of the keys to being successful in life. It is your support and commitment that will make it truly work for children. Thank you.*